

## Bylaws of the Department of Modern Foreign Languages and Literatures

In accordance with the *Bylaws of the College of Arts and Sciences*, the Department of Modern Foreign Languages and Literatures hereby establishes the following bylaws governing department organization and procedures of operation for the effective conduct of its affairs.

### I. The Department

A. The **department** is made up of the following programs: Asian Languages (Chinese and Japanese); French; German; Italian; Portuguese; Russian; Spanish. All programs meet jointly to consider matters of common interest. They meet separately to consider curricular and other professional matters that do not affect the entire department.

B. The **faculty** of the department consists of all those members who hold full-time or part-time appointments with the rank of instructor/lecturer or higher and all visiting appointments and adjunct professors.

C. The **voting membership** for departmental matters shall include all continuing faculty at the rank of assistant professor and higher. In addition, all full-time and part-time non-tenure-line faculty may elect, by majority vote and for a one year renewable term, three full-time lecturers to represent the interests of non-tenure-line faculty at department meetings. No more than two of these three representatives may come from the same language program. These representatives will have voting privileges in all matters that are not specifically restricted by university policy, e.g. promotion, retention, and tenure decisions, or by a majority vote of all continuing tenure-line faculty taken in advance of a final vote on the matter itself.

D. The **department head** is a member of the faculty who is appointed by the Dean of the College of Arts and Sciences in consultation with the faculty of the department as prescribed by the Faculty Handbook. As the chief administrative officer of the department, he/she provides leadership and guidance for the faculty and, in the spirit of shared governance, is responsible for administering the department and for implementing its policies and procedures in accordance with departmental bylaws and the Faculty Handbook and in consultation with the faculty. In accordance with the Faculty Handbook, the head's responsibilities include:

(a) to provide leadership for the departmental academic program in relation to the comprehensive academic program of the University, through

1. recruitment of the faculty and staff;
2. working with faculty to plan, execute, and review curriculum;

3. encouragement and support of faculty teaching, research and creative activity, and public service;

4. counsel and advice to students majoring in the discipline; and

5. representation of the department to the public, the other faculty and administration, colleagues at other universities and institutions, and the constituency supporting the University.

6. providing leadership in the articulation and development of a departmental long-range plan that will guide our multiple activities and goals in research, teaching, and service.

(b) to provide leadership for the infrastructure necessary for support of the academic programs through

1. employment and supervision of clerical and supporting personnel;

2. management of departmental physical facilities and planning for space and equipment needs;

3. resource enhancement;

4. preparation, presentation, and management of the departmental budget; and

5. authorization of all expenditures from the department budget.

(c) annual performance planning and review of faculty and staff.

In addition, the head chairs all general faculty meetings and serves as a member *ex officio* of all department committees. In accordance with the principle of shared governance, it is also the responsibility of the head to bring all significant and appropriate matters of concern to the Executive Committee as the primary body representing the department faculty as a whole.

**E. The associate head** is appointed by the department head in consultation with the faculty. Appointed for a renewable, two-year term, he/she is normally selected from a language program different from that of the department head. The associate head works in concert with the head in the supervision of the operations of the department and serves in place of the head when the head is absent or on leave. Administrative duties in the summer may, in the absence of both the head and the associate head, be delegated to another senior faculty member with IRIS training and approval.

At the time of his/her appointment, the department head will provide the associate head with a clearly defined list of responsibilities, such as oversight and/or coordination of outreach, newsletter preparation, special ceremonies, scheduling, and study abroad. The head will communicate these responsibilities to the faculty in a timely fashion. At the time of possible renewal of the appointment, the head should report on the performance of the associate head to the Executive Committee.

The associate head is eligible for at least a one-course teaching release per year as determined by the department head.

## II. Department Meetings

A. **Department meetings** shall take place at least twice per semester during the regular academic year and the head normally provides a schedule of these meetings at the beginning of the academic year. Additional meetings may be called by the head as special circumstances and other university business require. The head shall call a meeting upon petition of at least one-third of the voting membership. Written notification of meetings shall be made at least two weeks in advance, except in circumstances which call for immediate action, and a detailed agenda and supporting documents shall be distributed at least five days in advance. Items may be placed on the agenda at the discretion of the department head or request of a faculty or staff member. The meetings shall be conducted in accordance with *Robert's Rules of Order, Newly Revised*, and the head shall appoint a parliamentarian to ensure the observance of these rules.

B. A **quorum** for departmental meetings shall consist of fifty per cent of the voting membership in residence during the semester in question. The voting membership shall have voting privileges on departmental matters, except on personnel decisions where considerations of academic rank restrict voting.

C. **Decisions** shall be made by majority vote. If a majority is not forthcoming, the faculty shall follow the parliamentary rules as set forth in *Robert's Rules of Order, Newly Revised*. Minutes shall be recorded, distributed to all department faculty with voting privileges, and kept on file. The minutes shall include a record of attendance, a summary of announcements and committee reports, discussion of old and new business, votes taken, and other official business. Except where mandated by university regulations, personnel discussions and vote count are not recorded in the minutes. Only the positive or negative outcome of the decision is recorded.

## III. Committees

The standing committees of the department shall include the Executive Committee, the Undergraduate Studies Committee, the Graduate Studies Committee, the Language and World Business Committee, and the Language

Coordinating Committee. Standing subcommittees shall include the Performance Review Committee of the Executive Committee, and the Institutional Review Board (for research on human subjects). Ad hoc committees may be established by the head in consultation with the Executive Committee or by majority vote of the faculty. In addition, committee representatives may be appointed to interdisciplinary and other college program committees in which the department has an interest. Written notification of the dates, times, and agendas of committee and subcommittee meetings shall be made available at least one week in advance, except in circumstances which call for immediate action. The minutes of department committees will be disseminated to voting members of the faculty.

#### A. Executive Committee

**Membership:** The **Executive Committee** shall consist of the seven language program chairs, one each from Asian Languages, French, German, Italian, Portuguese, Russian, and Spanish, and the chair of the Language Coordinating Committee.

As the primary body representing the department faculty as a whole, the Executive Committee is the primary guarantor of the principle of shared governance.

**Functions:** The committee shall vote on and make recommendations to the head about budgeting priorities, including hiring policies and general operating expenses; develop and revise regularly the departmental strategic plan; develop a policy and make recommendations for allocation of merit and salary adjustments; solicit nominations and make recommendations for honors and awards within and without the university; make recommendations to the head about issues to be presented before other departmental and administrative bodies; make recommendations about allocation of space; make recommendations for the allocation of differential workloads for faculty; develop a policy, procedures, and schedules for peer review of teaching for tenure-line faculty; make recommendations about matters of departmental governance and policy to be brought before the entire faculty as a whole for consideration and action. In addition, the Executive Committee shall have the authority to delegate aspects of its functions, such as long range planning, to faculty members or to *ad hoc* subcommittees including persons who are not otherwise members of the Executive Committee.

The Executive Committee shall normally meet once a month each semester and the head normally provides a schedule of these meetings at the beginning of the academic year. Additional meetings may be called by the head or by one-third of the committee members. An agenda shall be prepared and minutes shall be kept and circulated to the entire faculty.

The **Performance Review Committee** is a standing subcommittee of the

Executive Committee. Consisting of three tenured faculty members, the Performance Review Committee assists the head in assessing faculty performance as part of the annual review process. The committee examines faculty performance data in the areas of research, teaching, and service, and rates each faculty member according to the evaluation guidelines approved by the department. The committee's ratings are advisory to the head. Committee members serve staggered three-year terms. Two members are elected by the voting membership of the department faculty, and the third is appointed by the head.

#### B. Undergraduate Studies Committee

**Membership:** The **Undergraduate Studies Committee** shall have ten members, eight of whom are tenure-line faculty. Members will include at least two language program coordinators from French, German, or Spanish, two members from Asian Languages, Italian, Portuguese, or Russian, three others from any section, one lecturer representative, the coordinator of the Language Resource Center (*ex officio*), and the associate head as chair. All members who are not *ex officio* on the committee shall be elected by the voting membership of the faculty. All members serve for renewable three-year terms.

**Functions:** The committee shall supervise those matters of concern common to all undergraduate majors and minors in the department. Specific duties and responsibilities of the committee include a) establishing and executing a plan for recruitment; b) coordinating advising; c) developing program policies and procedures to be voted on by the entire voting membership of the faculty; d) serving as a liaison among the language areas by facilitating the implementation of interdisciplinary courses, colloquia, and other activities. Changes to the curriculum of any one language remain the responsibility of the faculty of the language program but should be coordinated in the Undergraduate Studies Committee and reported to the faculty of the department for approval.

The Undergraduate Studies Committee shall normally meet at least once per semester during the regular academic year. Additional meetings may be called by the chair or by one-third of the committee members. An agenda shall be prepared and minutes shall be kept and circulated to the entire faculty.

#### C. Committee for the Major Concentration in Languages and World Business

The **LWB Committee** shall consist of eight members, two selected from the faculty of the Chinese, Italian, Japanese, Portuguese or Russian programs, three others selected from the French, German, and Spanish programs, and two additional members selected by the head. The director of the LWB Program chairs the committee. This committee shall ensure that Language and World Business students are properly advised, review the curriculum and suggest changes to be voted on by the voting membership of the faculty. The chair (or

designated member of the committee) shall arrange at least one meeting per semester with interested faculty to keep them apprised of changes and challenges faced by the program, promote the LWB concentrations on and off campus, attend meetings of the LWB Advisory Board, work with university officials to seek internships for students across the campus, contribute to the management of existing internship programs, encourage grants and projects to enhance the concentrations and award scholarships. Members of the committee are appointed for renewable three-year terms.

#### D. Graduate Studies Committee

**Membership:** **The Graduate Studies Committee** shall have nine members and be composed of one graduate student from each section with a graduate program, one faculty member elected from each section with a graduate program--normally the section coordinator of graduate studies--one faculty member from the programs lacking a graduate program elected by the voting membership of the department, and one language program coordinator elected by the voting membership of the department. The director of graduate studies chairs the committee. Faculty members shall serve three-year terms, and graduate students shall serve one-year terms. All members are eligible for reelection and/or reappointment.

**Functions:** The committee discusses proposals related to program changes, recruitment, course offerings, student evaluations, student support, or any other program related issues that are brought to the committee by any member of the department. Any proposals that find a majority support within the Graduate Studies Committee will be brought as a motion to the next department meeting before the entire voting faculty.

Changes to the curriculum of any one language remain the responsibility of the faculty of that language, but they are coordinated through the Graduate Studies Committee and reported to the faculty of the department for approval. The final decision for admission of students to the graduate program rests with the section.

The Graduate Studies Committee shall meet at least once per semester during the regular academic year. Additional meetings may be called by the chair or by one third of the committee members. An agenda shall be prepared and minutes shall be kept and circulated to the entire faculty.

**Institutional Review Board (for Research on Human Subjects):** The Graduate Studies Committee shall appoint a three-member subcommittee of faculty representing three different languages to provide information about procedures governing human subjects research and to assist with and review proposals affected by those procedures. One of the members shall be elected as chair within

the subcommittee. Members of the subcommittee are appointed for renewable three-year terms.

#### E. The Language Coordinating Committee

The **Language Coordinating Committee** shall consist of the language program coordinators (LPCs), supervisors, and course managers in French, German, and Spanish, the coordinator of the Language Resource Center, two elected lecturers and one representative selected from among faculty who teach first and second-year courses. This faculty member shall be elected for a renewable two-year term by vote of the faculty in the fall semester of every other year. One of the LPCs shall serve as chair. The committee chair shall be appointed by the head in consultation with the members of the committee and is eligible for re-appointment.

Functions: The committee shall actively promote teacher training at the graduate level through workshops, presentations by invited speakers, and observations of graduate teaching assistants and instructors in the respective languages; discuss and resolve curricular issues and personnel problems common to all 100 and 200 level courses; coordinate the annual fall orientation for new graduate teaching assistants and lecturers and, in coordination with the director of graduate studies, plan preservice and inservice workshops for returning graduate teaching assistants and lecturers; coordinate and promote articulation and communication between high school and university language teachers; work with the coordinator of the Language Resource Center to acquire relevant videos, software programs, and provide and coordinate technological support for the 100 and 200 level curricula.

The Language Coordinating Committee shall meet at least once per semester during the regular academic year. Additional meetings may be called by the chair of the committee as special circumstances and other business concerning 100-200 level courses require.

#### IV. Special Positions/Administrative Assignments

A. **Language program chairs** shall be elected by each program and shall serve a three-year renewable term. The main purpose of the program chair is to uphold the principle of shared governance by assuring and facilitating communication in all matters of teaching, research, and service among faculty within their program and between their program, department faculty, and the department head. They shall convene the faculty members of their program at least once per semester and additionally as needed to discuss curricular and other professional matters of specific concern to that program. They are responsible for coordinating the election of section faculty members to all positions specific to their program, including the section coordinators of graduate studies (in programs with graduate studies), the undergraduate upper-division advising coordinator, and the library representative. The chairs are also responsible for coordinating course offerings

and teaching personnel for the upper division and graduate language, literature, and culture courses; coordinating curricular and extracurricular activities specific to their program, such as guest speakers; soliciting and gathering nominations and applications for departmental scholarships and prizes to be voted on by all faculty in the program. The chairs are *ex officio* members of the Executive Committee.

B. The **director of graduate studies** is appointed by the head of the department for a three-year renewable term. He/She serves as liaison to the UTK Graduate School, chairs the Graduate Studies Committee, and, working in close collaboration with that committee, supervises those matters of concern common to all graduate students in the department.

As chair of the Graduate Studies Committee, he/she collaborates with the graduate programs in implementing general policies for recruitment and admission; establishing and compiling general policies that apply to each of the graduate programs offered by the department; ensuring that the information contained in the graduate handbooks for each graduate degree program reflect these general policies and guidelines; providing information about master's and doctoral exam procedures to be voted on by the entire voting membership of the faculty; acting on petitions for exceptions from established procedures; determining the rotation of shared graduate courses; serving as a liaison among the language areas by bringing to the graduate faculty of the department matters of policy and procedure and by facilitating the implementation of interdisciplinary courses, certain colloquia, and other activities.

The director of graduate studies is eligible for at least a one-course teaching release per year as determined by the department head.

C. The **director of the Language and World Business program** is appointed for a three-year renewable term by the department head in consultation with the Executive Committee. S/he is responsible for the overall coordination and administration of the Language and World Business program and chairs the Language and World Business committee *ex officio*. The director of the Language and World Business program is eligible for at least a one-course teaching release per year as determined by the department head.

D. **Section coordinators of graduate studies** shall be elected by each program sponsoring graduate degrees and shall serve a renewable three-year term. Working in close collaboration with the director of graduate studies, they serve on the Graduate Studies Committee and handle graduate program activities and issues dealing with their individual language program, including corresponding with prospective graduate students, coordinating the screening of complete applications and deciding on the allocation of GTA positions, advising graduate students, keeping records and reporting to program faculty on issues related to student advising and progress, coordinating faculty preparation of written and oral comprehensive exams, and preparing and updating the online and print versions

of their program's graduate handbook, ensuring that the handbook reflects general and departmental policies and guidelines.

**E. The language program coordinators (LPCs)** are appointed by the head and shall monitor all phases of the programs under their supervision and provide general pedagogical training for new and returning graduate students and lecturers teaching lower division courses, whose teaching they regularly observe and evaluate. The LPCs design fall and spring programs for entering graduate students and meet with them. The LPCs supervise all matters of concern to the lower division language program, including staffing and personnel issues, professional development, student complaints, curricular issues, course offerings, preparation of syllabi, quizzes, midterms, finals, and online workbooks. LPCs will consult with the language program chairs in assessing, selecting, and ranking the non-tenure-line teaching personnel of their program. LPCs consult with program faculty on all these matters and they collaborate closely with course managers, when these positions exist within their language program.

**F. The coordinator of the Language Resource Center** is a position with primary responsibilities in the Center directing and managing the audio lab, computer lab, audiovisual and satellite equipment. He/she serves on the Undergraduate Studies Committee and the Language Coordinating Committee. Responsibilities include: making recommendations for budgetary, equipment, software/hardware and personnel needs of the Center; identifying and developing appropriate technological support for the language programs; assisting faculty in integrating technology in their classroom teaching and professional presentations; writing grants to expand the facilities and capabilities of the LRC; participating on campus-wide committees having to do with instructional technology; sharing research and applications developed at regional, national and international conferences; supporting grant writing and faculty research involving instructional technology available in the LRC; maintenance of the department and section web pages.

**G. Undergraduate upper-division advising coordinators** shall be elected by the faculty of their language program. The undergraduate advising coordinators arrange departmental advisors for all majors, act as a liaison with the Center for International Education and coordinate and supervise the advising of ISEP and other study abroad students and the assessment of their credit earned through their study abroad program, handle correspondence of prospective undergraduate students, and keep faculty informed of new policies or changes implemented university-wide or in the College of Arts and Sciences.

**H. Mentors:** A faculty member at associate or full professor rank shall be appointed by the head to serve as mentor for each probationary faculty member. The mentor should initiate a meeting with the candidate at least once per semester. Mentors may be chosen from outside the department.

## V. Procedures for Appointment, Retention, Tenure and Promotion Decisions

The Department shall adhere strictly to the policies set forth in the *UTK Faculty Handbook*, *The Manual for Faculty Evaluation*, and the *Bylaws of the College of Arts & Sciences*. It is the department head's responsibility to review personnel files regularly so as to determine who is to be eligible for tenure or promotion.

### A. Appointment of New Faculty

Once the department has received administrative approval from the College and University to make a new appointment, department faculty will meet to nominate a slate of six potential search committee members, from which the head will appoint a search committee in consultation with the tenure-line faculty. Search committees should consist of two persons from the language program in which the hire is to be made, one of whom will chair the committee and monitor all proceedings to ensure every effort is made to have a diverse applicant pool, and one person from another language program. In addition, the chair of the language program in which the hire is to be made may participate in committee deliberations as he/she is able. Where the person hired will be expected to participate in interdisciplinary programs the search committee should, when possible, be expanded to include one additional member in that field. Normally no more than one of the committee members should be from outside Modern Foreign Languages and Literatures. The search committee solicits applications, screens and interviews applicants, and coordinates campus visits of selected finalists. Resumes and other material submitted by candidates should be available for all faculty and graduate students to review prior to the campus visit. Faculty evaluations and written evaluations from students will be discussed at a faculty meeting, and a majority vote of all tenure-line faculty shall determine the recommendation to the department head. If there is no majority vote forthcoming, the head shall consult with the search committee and the faculty of the language program making the hire before making a final decision. In cases where the head's recommendation diverges from that of the majority of the faculty, the head must explain his/her reasons in writing to the faculty, who have the right to appeal the decision to the dean and to the chief academic officer.

### B. Probationary Faculty

For all probationary appointees the department head will complete annual retention forms after consultation with all tenured faculty at a department meeting. The faculty member's research/scholarship/creative activity, teaching, and service will be assessed in relation to the general duties and expectations specified in the faculty member's letter of appointment and to the Guidelines for Tenure, Promotion, and Performance listed below. More specific suggestions may be found in the Annual Performance Evaluation Criteria provided as an appendix to this document. It is the faculty member's responsibility to provide the department with information relevant to his/her performance and the case for

retention. The head will make written notification to the faculty of the meeting to discuss retention and, at least one week prior to the meeting, make available all materials and information submitted by the faculty member. Following the formal discussion for retention, faculty will vote by secret ballot indicating “yes” (“for retention”), “no” (against retention), or “abstention.” It must be understood that, by university regulations, abstention is recorded as a negative vote. The recommendation of the department head, along with a summary of the faculty vote and the faculty perspective on the progress of the probationary appointee will become part of the appointee’s tenure file and will be made available for review at the time of the tenure decision. The probationary faculty members will receive a copy of their annual retention report.

A mentor should be appointed by the department head for each probationary faculty member. This appointment will be reviewed annually and changed as circumstances require. This mentor will advise the appointee on departmental and university policies and practices, provide guidance in building a strong case for promotion and tenure, and present evidence of the appointee’s performance at the annual retention review.

#### C. Recommendations for Retention, Tenure, or Promotion

It is the responsibility of the department head to notify appointees and faculty of dates for promotion and tenure decisions and to oversee the smooth operation of the entire process. In the spring before the academic year during which a decision will be made the department head shall inform the candidate of the materials needed for consideration and will advise him/her of the deadlines for submitting those materials to the department and transmission of a recommendation to the dean. Normally, the candidate’s scholarship/creative activity file should be complete and ready for review by external reviewers no later than September 1. With regard to tenure decisions, the external reviewers must be identified and contacted by May 1. The submitted materials, including all external reports, will be made available to the appropriate faculty at least two weeks before the decision is to be made.

Application for tenure and promotion to associate professor will be evaluated and voted on by all tenured faculty in the department. Application for promotion to professor will be evaluated and voted on by all faculty in the department who hold the rank of professor. While all department faculty of higher rank than the candidate constitute the departmental review committee, for candidates in larger language programs, the faculty of these programs may appoint a review subcommittee, normally comprised of the candidate’s mentor and three additional faculty members, to provide a written summary of the candidate’s strengths and weaknesses. The assessment of this subcommittee will not constitute a recommendation to the faculty on tenure and/or promotion, but it should be given serious consideration and should be reported as part of the department head’s report to the Dean. If the work of the candidate has involved

substantial interaction with an interdisciplinary program, information on the suitability of the candidate for tenure and/or promotion should be solicited in a timely manner from a committee representing that program. These opinions should be submitted in writing to the department at least two weeks before the department votes on tenure.

At least one week before the deadline for transmission of recommendations to the dean, the head will meet with the tenured associate and full professors (or full professors in the case of promotion to that rank) to discuss documentation provided by the candidate. When discussion has ended, voting shall be conducted by secret ballot. Faculty members shall indicate “yes” or “no.” They may also choose to abstain, but should be aware that abstentions are considered “no” votes.

The department head has responsibility for making a recommendation for or against promotion/tenure. This recommendation will be submitted to the Dean of Arts and Sciences along with the narrative summary of the faculty tenure deliberations. If the head’s recommendation is not the same as that of the faculty, she/he will provide to the faculty a written explanation of the reasons for the decision. Faculty members, jointly or separately, may submit a dissenting response to the head’s recommendation.

The candidate may examine his/her file at any stage of the tenure process. A candidate who has received a notice of denial of tenure may request a statement of the reasons for that decision.

## VI. Procedures for the Selection and Evaluation of Department Head

A. For the purposes of the selection of a new department head, department faculty will meet to select a slate of department representatives for recommendation for appointment by the Dean to the department head search committee. The slate of at least eight candidates shall normally include at least one non-tenure-line faculty member, one graduate student, and one representative of black or African American faculty. All non-tenure-line faculty will have input into the discussion, but only the three non-tenure-line faculty representatives (as stipulated in section 1 of these Bylaws) will have voting privileges for the department head selection. (See *Faculty Handbook* 1.4.4)

B. For the purposes of an effective and meaningful evaluation of the department head’s performance, department faculty are expected to complete the dean’s annual evaluation form. When the evaluation process is complete, the Executive Committee will review and report to the faculty on the dean’s written assessment of the head’s job performance.

## VII. Guidelines for Tenure, Promotion, and Performance Evaluations

### A. Guidelines for Tenure and Promotion.

The following guidelines for tenure and promotion are specific to the Department of Modern Foreign Languages and Literatures. They are designed to supplement the criteria and procedures for implementation set down for the University in general in the Faculty Handbook and the Manual for Faculty Evaluation.

The essential qualification for tenure and promotion is the attainment of high standards in research, teaching, and service. The department expects that candidates for tenure and promotion to associate professor will have a record of significant publication. They are expected to have published a book or a significant number of articles of merit. It is recommended that, during the probationary period, candidates have published a book and two or three articles or an average of one to two refereed articles/essays per year in journals/collections depending upon variables of length, substance, and publication venue. For the promotion to full professor, individuals should have maintained the level of professional activity expected for tenure and promotion to associate professor. Normally, they will be expected to have published an additional book or equivalent number of articles. They should achieve national or international recognition of expertise in their area of specialization.

Judgments may be informed by such matters as length of publication and place of publication, readers' reports, reviews, etc. Whereas books and articles in refereed journals tend to be the most generally accepted standards of scholarly production, other kinds of scholarly output may be weighed by evaluators as particularly important to certain areas of expertise, including published translations, invited presentations and articles, editorial responsibilities, conference papers, non-refereed publications, book reviews, textbooks, and multi-media publications.

Evaluators should value the quality and quantity of service performed by faculty, especially for promotion to full professor. Because levels of achievement in each of the areas are apt to vary from year to year, it is the pattern (that is, average during a sequence or cycle) in the period at issue that matters most.

Judgments as to the quality of teaching rely on several kinds of evidence, all or in part, on student evaluations, peer evaluation, syllabi, exams, assignments, and the development of and experimentation with courses.

**Peer Assessment of Teaching for Tenure-Line Faculty:** In accordance with the Manual for Faculty Evaluation ("Best Practices"), a peer teaching review for tenure-line faculty will be conducted at least once during the first two years of their probationary period and once more prior to their consideration for tenure and promotion. At least one peer teaching review will be conducted for tenured faculty prior to consideration for promotion.

The peer assessment team for pre-tenure and post-tenure faculty will normally consist of three tenured faculty members, but in the case of a pre-tenure review, the review team may include one pre-tenure faculty member. One is selected by the faculty member under review, one by the department head, and the third is agreed upon by the two. The team may include one member from outside the department. The chair is chosen by mutual agreement of the team members. Members of the team will review all

materials submitted by the faculty member under review as a teaching portfolio and they will normally observe at least two different classes taught by the faculty member under review. Following the review of the teaching portfolio and the class observations, the team will meet to discuss their assessments of the following: 1) the content of the courses observed as well as other courses taught by the faculty member; 2) the grading and evaluation tools; 3) the effectiveness of the teaching methods employed. The team will then meet with the faculty member to discuss his/her teaching and the chair of the team will generate a written report reflecting the prominent views of all team members. The written report becomes a part of the faculty member's tenure and promotion file, and, at the option of the reviewed faculty member, it may become part of the annual performance review materials as evidence of teaching effectiveness. The faculty member being reviewed has the right to submit a written response to the report which also becomes a part of the tenure and promotion file. Any pre-tenure or post-tenure faculty member has the right to request the convening of a peer assessment team to review their teaching at any time.

#### B. Guidelines for Annual Performance Evaluations.

Criteria used for annual performance evaluations are consistent with those used in assessing merit in research, teaching, and service for tenure and promotion cases. Those criteria are detailed in appendix 2.

The annual performance evaluations of all tenured faculty will consist of a two-step process. First, the department's Performance Review Committee (PRC) meets to assess and provide a rating for each individual faculty member's level of performance. Then, in consultation with this committee, the head determines the rating that will be recorded and forwarded to the dean. Faculty may include the ratings of PRC in their appeals of the Head's recommendation.

#### VIII. Appointment, Evaluation, and Appeals for All Non-Tenure-Line Faculty

The criteria for the appointment, evaluation and retention of non-tenure-line faculty (lecturers) are formulated by each language section and will take into account such factors as language proficiency, academic preparation, teaching, and seniority. Members of each language program will form a Lecturer's Performance Evaluation Committee to review lecturer materials and provide a ranking and a brief written evaluation of each lecturer to the department head by April 1. (Specific criteria from language programs that hold lectureship appointments will be placed in the appendices of these Bylaws.)

**Non-Tenure-Line Faculty Rights of Appeal:** The rights of appeal for non-tenure-line faculty are the same as for tenure-line faculty as described in the *Faculty Handbook* 5.1. Non-tenure-line members of the faculty are encouraged to bring complaints or grievances to the lowest administrative level at which an adverse recommendation, decision, or action was taken. Every effort should be made to expeditiously resolve such matters informally, through conversation with the department head, director, or dean, before submitting a formal appeal. In all cases, non-tenure-line faculty members are entitled to

notice regarding grounds on which administrative action has been taken. (See *Faculty Handbook*, Chapter 5).

#### IX. Ratification of Bylaws and Amendments

These bylaws must be ratified by a majority vote of the faculty and shall become effective immediately upon ratification by the faculty and approval of the Dean of the College of Arts and Sciences. The bylaws may be amended by a majority vote of the department faculty as needed and as circumstances demand.

Any faculty member wishing to amend the bylaws should submit a proposal, including the suggested context, wording, and rationale for the amendment to the department head with a copy to the Executive Committee for review by the fourth week of the spring semester. The head and the Executive Committee will review the proposal and forward it to the department faculty for discussion and a vote.

#### Appendices:

- A. Annual Performance Evaluation Criteria for Tenure-Line Faculty
- B. Performance Evaluation Criteria for Non-Tenure-Line Faculty
- C. Workload Policy

Revised and ratified by department faculty 6 May 2008; amended November 4, 2008.

## Appendices

### Appendix A: Annual Performance Evaluation Criteria for Tenure-Line Faculty

The following templates, which vary slightly according to rank, will serve to guide members of the Performance Review Committee in their assessment of the annual performance of faculty members.

The rating of “exceeds” represents exceptional accomplishment in the categories of research, teaching, and service. Faculty are encouraged to state their case for such a rating by appending a one-page narrative to the forms below. The brief narrative should address the following:

**Research:** narrative of significant measures of research accomplishment that may include a publication in a highly selective and important venue, an award for a publication, an exceptional number of citations, etc.

**Teaching:** narrative of significant measures of teaching accomplishment.

**Service:** narrative of significant measures of service accomplishment.

Assistant Professor:

Turn in hard copy of this form and copy of 2007 (spring and fall) CTEPS. 1 page narrative is optional.

Category	"Meets"	"Exceeds"
<b><u>Research</u></b>	<ul style="list-style-type: none"> <li>• 1.5 articles / book chapters/ (in certain cases) refereed translations / other creative work, e.g. software, refereed translations, <b>every year</b></li> <li>• one conference paper <b>every year</b></li> </ul>	everything for "Meets" (at level of 2 articles/ chapters/ refereed translations/ creative works)  <b>plus</b>  at least one received: <ul style="list-style-type: none"> <li>• award</li> <li>• external funding <b>and/or grants</b></li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Two other significant measures of research accomplishment to be developed in the one-page statement.</li> </ul>
<b>3 cal. yrs 2005, 2006, 2007</b>	Notes on Research: <ul style="list-style-type: none"> <li>• single/<b>lead</b> authored monographs = 5-10 articles</li> <li>• single/<b>lead</b> authored textbooks = 5-10 articles</li> </ul>	<ul style="list-style-type: none"> <li>• co-authored monographs or textbooks = 5 articles</li> <li>• edited books = 3 articles</li> <li>• co-edited editions, collections = 2 articles</li> </ul>

Please use the following model:

2007: "Narratorial Strategy in Jones' Prose Narrative." **Submitted** for publication in *Stanford Review*. (11,215 words).

2006: "Toward the Dramatic Stage: Rucellai's *Oreste*." **Accepted** for publication in *Calico*. (12,430 words).

2005: *The Spanish Tragedy in the Renaissance*. Lewisburg: Bucknell University Press. Pp. 260. (112,965 words). 2003: "The Problem of Closet Drama." *Modern Language Journal* 71(2003):4-30. (10,397 words)

cut & paste from CV below:	In parentheses, after the cite, give your estimate of the prestige of the venue: <ul style="list-style-type: none"> <li>• international top rank (INTL-1)</li> <li>• US top rank (US-1)</li> <li>• international or US excellent rep (US-EXC)</li> <li>• international or US regional rep (US-REG)</li> <li>• other (specify)</li> </ul>	For books, in parentheses, after the cite, give your estimate of the equivalence in articles of your book, e.g. (=7 articles)
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citation 1

citation 2

citation 3
citation 4
citation 5
award name
grant received.
grant applied for
Fellowship
Miscellaneous

Modern Foreign Languages Annual Evaluation Checksheet Version as of: 8/15/06 (Retreat Revisions) Page 2

Category	"Meets"	"Exceeds"
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• teach assigned number of classes</li> <li>• on-going revision of class materials</li> <li>• satisfactory fall and spring 07 CTEP scores (minimum of 3 with special reference to "instructor's contribution"</li> </ul>	<p>everything for "Meets" <b>plus</b></p> <ul style="list-style-type: none"> <li>• college or university teaching award</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Two other significant measures of teaching accomplishment to be developed in the one-page statement (e.g.s, creating and directing a summer study abroad program, PhD Dissertation directed &amp; completed, CTEPs of 4-5).</li> </ul> <p>•</p>
classes taught 0X calendar year	<b>Spring</b>	<b>Fall</b>

Modern Foreign Languages Annual Evaluation Checksheet Version as of: 8/15/06 (Retreat Revisions) Page 3

Category	"Meets"	"Exceeds"
<p style="text-align: center;"><b><u>Service</u></b> 07 Calendar year</p>	<ul style="list-style-type: none"><li>• attend regularly all departmental meetings</li><li>• serve as active participant in language section activities</li><li>• assume fair share of section responsibilities</li><li>• advise fair share of majors/minors</li><li>• serve as active member of at least one departmental committee (or library representative)</li></ul>	<p>everything for "Meets" <b>plus</b></p> <ul style="list-style-type: none"><li>• a college or university service award</li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>• Two other significant measures of service accomplishment to be developed in the one-page statement (e.g.s, organized significant cultural event, authored important policy as part of a department, college, or senate committee, etc.).</li></ul>
List from CV items that apply		

## Associate and Full Professors:

Turn in hard copy of this form and copy of 2007 (spring and fall) CTEPS. 1 page narrative is optional.

Category	"Meets"	"Exceeds"
<b><u>Research</u></b>	<ul style="list-style-type: none"> <li>• 1-2 articles / book chapters/ (in certain cases) refereed translations / other creative work, e.g. software, refereed translations, every other year</li> <li>• one conference paper every other year</li> </ul>	<ul style="list-style-type: none"> <li>• everything for "Meets" (at level of 2 articles/ chapters/ translations/ creative works)</li> <li><b>plus</b></li> <li>• at least one received:</li> <li>• award               <ul style="list-style-type: none"> <li>• external funding</li> </ul> </li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Three other significant measures of research accomplishment to be developed in the one-p statement.</li> </ul>
<b>3 cal. yrs 2005, 2006, &amp; 2007</b>	Notes on Research: <ul style="list-style-type: none"> <li>• single authored monographs = 5-10 articles</li> <li>• single authored textbooks = 5-10 articles</li> </ul>	<ul style="list-style-type: none"> <li>• co-authored monographs or textbooks = 5 articles</li> <li>• edited books = 3 articles</li> <li>• co-edited editions, collections = 2 articles</li> </ul>

Please use the following model:

2007: "Narratorial Strategy in Jones' Prose Narrative." **Submitted** for publication in *Stanford Review*. (11,215 words).

2006: "Toward the Dramatic Stage: Rucellai's *Oreste*." **Accepted** for publication in *Calico*. (12,430 words).

2005: *The Spanish Tragedy in the Renaissance*. Lewisburg: Bucknell University Press. Pp. 260. (112,965 words). 2003: "The Problem of Closet Drama." *Modern Language Journal* 71(2003):4-30. (10,397 words)

<b>cut &amp; paste from CV below:</b>	In parentheses, after the cite, give your estimate of the prestige of the venue: <ul style="list-style-type: none"> <li>• international top rank (INTL-1)</li> <li>• US top rank (US-1)</li> <li>• international or US excellent rep (US-EXC)</li> <li>• international or US regional rep (US-REG)</li> <li>• other (specify)</li> </ul>	For books, in parentheses, after the cite, give your estimate of the equivalence in articles of your book, e.g. (=7 articles)
<p>Citation 1          Citation 2          Citation 3          Citation 4          Citation 5</p> <p><b>Reviews</b></p> <p><b>Conference Papers</b>          Award Name          Grant Rec'd          Grant Applied For          Fellowship          Miscellaneous</p>		

Category	"Meets"	"Exceeds"
<b>TEACHING</b>	<ul style="list-style-type: none"> <li>• teach assigned number of classes</li> <li>• on-going revision of class materials</li> <li>• satisfactory CTEP scores, calendar 2007 (minimum of 3 with special reference to "instructor's contribution")</li> </ul>	<ul style="list-style-type: none"> <li>• everything for "Meets" <b>plus</b></li> <li>• college or university teaching award</li> <li>• or</li> <li>• Three other significant measures of teaching accomplishment to be developed in the one-page statement (e.g.s, creating and directing a summer study abroad program, PhD dissertation directed and completed, CTEPs of 4-5).</li> </ul>
<b>0X cal yr</b>		
<b>classes taught</b>	<b>Spring</b>	<b>Fall</b>

Category	“Meets”	“Exceeds”
<b>SERVICE</b>	<ul style="list-style-type: none"> <li>• attend regularly all departmental meetings</li> <li>• serve as active participant in language section activities</li> <li>• assume fair share of section responsibilities</li> <li>• advise fair share of majors/ minors</li> <li>• serve as active member of at least one departmental committee (or library representative)</li> </ul>	<ul style="list-style-type: none"> <li>• everything for “Meets” <b>plus</b></li> <li>• a college or university service award</li> <li>• or</li> <li>● Three or more other significant measures of service accomplishment to be developed in the one-page statement (e.g.s, organized significant cultural event, authored important policy as part of a department, college, or senate committee, etc.).</li> </ul>

**200X cal. year only**

**List from CV items that apply**

#### Appendix B: Performance Evaluation Criteria for Non-Tenure-Line Faculty

The following criteria for evaluation have been developed and approved separately for the French, German, and Spanish sections.

French and German sections:

In the spring of each year, the French and German sections will prepare a ranked list of lecturers, based on the following criteria, in order of importance:

- a) Teaching and language skills, based on observations by the language program coordinator and other faculty members as well as student evaluations.
- b) Ph.D. preferred over M.A.
- c) Seniority

For the staffing of upper division courses criteria a) and b) will be reversed.  
The ranked list will be updated each year and used to determine staffing.

Spanish section:

Each lecturer will be given a ranking from 1 (least satisfactory) to 3 (most satisfactory) for each one of the following categories:

1. Class observations.

- Every 2 years.
- Inform the lecturer the week in which the visit will take place.
- Give lecturers the possibility of asking for a second observation.

2. Student evaluations.

- Take into consideration previous year of student evaluations (4/3/2 per semester, two semesters)

3. Lecturer's Spanish proficiency

- Adv. Plus is strongly recommended,
- Advanced rated one point lower

4. Compliance with teaching responsibilities

- Attendance at pre-service workshops, meetings called by section Supervisor/Course Manager.
- Prompt contribution to quizzes, exams.
- Compliance with section policies, such as office hours, following of syllabus, willingness to substitute for colleagues, etc.

Summer sessions.

Guidelines for assigning a second class:

- Classes will be assigned by a committee formed by the First and Second Year Supervisors, the Chair of the Spanish program, Course Managers, and two lecturers (preferably that are not going to teach during the summer).
- Using the numerical values assigned to the four categories included in the evaluation, make a list in descending order (highest scores first)
- The extra classes will be assigned to the lecturers that have the best numbers. Range to be decided by the committee.
- If it is not possible to assign a second class to all the lecturers in the pool, the ones who get only one class will be on top of the list the following summer, provided that their evaluations put them in the pool.
- The rotation should include all classes taught during the summer, including intensive classes.
- If all the persons on the list are teaching a second class or are not available to teach, any available classes should be offered following the list (lecturers with highest scores first).

The following criteria for evaluation will apply to all other language sections, i.e., those without graduate programs.

In language sections without graduate programs, non-tenure-line faculty will be evaluated annually by the section chair (or his/her designate) and the head of the department, or by a committee agreed upon by the section chair and the head of the department. The following criteria will be considered:

1. Class observation
2. Student evaluation
3. Syllabi content and/or compliance with syllabi
4. Service to department and/or language program, such as attendance at meetings, availability for extracurricular activities such as the language table, collaboration with colleagues
5. Reasonableness of grade distribution
6. In special cases, academic degree and seniority may be considered

### Appendix C: Workload Policy

The normal teaching load for tenure-line faculty engaged in active research is two courses per semester. Exceptions to this standard include the following: in consideration of their supervisory duties, the teaching load for language program coordinators for the French, German, and Spanish programs is normally reduced to two courses per year; and teaching release is allowed for faculty with exceptional administrative responsibilities. Furthermore, the department head, in consultation with the Executive Committee, may increase the teaching load of individual faculty members whose annual performance evaluations do not demonstrate sufficient activity and/or productivity in the areas of research, scholarship, creative activity, and/or service. Individual faculty members may also apply to the department head for an adjustment in teaching load in exchange for decreased or increased productivity and expectations in the area or areas of scholarship, creative activity, and/or service.