Appalachian State University

Department of Foreign Languages and Literatures

Governance Structure

CONTENTS

I. Faculty Meetings

A. General Protocol

1. Participation in Faculty Meetings.
All members of the DFLL voting faculty (cf: relevant *Faculty Handbook* excerpts, below) are expected to be present and prepared for each general faculty meeting convened, except when professional or personal circumstances preclude their attendance. In cases when such an absence is unavoidable, faculty should notify the department chairperson in advance of the meeting.

Non-voting faculty and staff (including adjuncts, instructors, graduate assistants, etc.) are welcome and encouraged to attend all general meetings of the DFLL.

From the *Faculty Handbook* Article II:

Section 2.
All members of the faculty, excluding emeriti faculty, adjunct faculty, and part-time faculty teaching less than six (6) hours per semester, have the right to hold faculty offices and to vote in faculty meetings and faculty elections and in departmental and college committees on which they serve except as noted in Article II, Section 3.

Section 3.
Those eligible to serve on and participate in election of members to departmental personnel committees are full time faculty in the ranks of lecturer, instructor, assistant professor, associate professor, and professor.

2. Parliamentary Procedure.
With respect to quorums, making, seconding, and voting on motions, amendments, proxies, and debate, all meetings will adhere to parliamentary procedure as detailed in the most recent edition of *Robert's Rules of Order*.

3. Organization of Meetings.
For all faculty meetings, the department chairperson will:
      1) solicit agenda items from the faculty at large;
      2) publish, via email, to the faculty at large the meeting time, location, and agenda.

4. Meeting Secretary.
One member of the full-time faculty will serve, on alphabetical rotation by last name, as meeting Secretary. The Secretary will record and communicate minutes, via email attachment, of each meeting to the DFLL faculty at large for approval at the subsequent general meeting. Should a faculty member be unable to attend the meeting for which s/he is scheduled to serve as Secretary, the rotation system is preserved, with the absent member assuming the recording responsibilities at the following meeting.

II. Committees

A. General Protocol

1. Participation in Committee Meetings.
Committee members are expected to be present and prepared for each meeting convened, except when professional or personal circumstances preclude their participation. In cases when such an absence is unavoidable, faculty should notify the committee chairperson in advance of the meeting.

2. Parliamentary Procedure.
With respect to quorums, making, seconding, and voting on motions, amendments, proxies, and debate, all committees will adhere to parliamentary procedure as detailed in the most recent edition of *Robert's Rules of Order*.

3. Committee Chairs, Organization of Meetings, and Meeting Secretary.
Unless otherwise noted, each elected, appointed, and open committee will:
      1) during its first meeting, elect one member to serve as chair of the committee;
      2) publish, via email, to the faculty at large its meeting times, locations, and agenda;
      3) record and communicate minutes of each meeting to the appropriate body
            (DFLL chair, committee members, and/or DFLL faculty at large)

B. Elected Committees

1. General Procedures
The following procedures apply to DFLL elected committees, including the DPC and Search Committee.
1. Committee elections occur late in the spring, so that committees will be ready to begin work in the fall.
2. Faculty members may stand for election by accepting nomination or by volunteering.

2. Department Personnel Committee (DPC)
    a. <u>Composition of the DPC and Election Procedure:</u>
        i) DFLL Voting faculty (cf: *Faculty Handbook*) will convene at the last general faculty meeting of the spring semester to constitute the DPC for the following academic year. Its members will be elected yearly and may serve for a maximum of three consecutive years as stipulated in the *Faculty Handbook*.

        ii) Ideally, members serving on the DPC will reflect the variety of language interest areas within the department.

        iii) Composition of the DPC:
            The DFLL DPC is composed of:
The DFLL Chairperson, who serves as ex officio, non-voting chair of the DPC;
Three (3) Tenured members, one of whom will serve as Equal Opportunity Associate (EOA);
One (1) Full-Time, non-adjunct, non-tenured member;
One (1) Tenured alternate, who may vote in the absence of a Tenured member;
One (1) Full-Time, non-adjunct, non-tenured alternate, who may vote in the absence of

the absent non-tenured member.

iv) Election Procedure:
The DPC will be constituted by blind ballot election.
Ballots listing the names of faculty eligible to serve on the DPC for a given term will be prepared in advance by the DFLL Chairperson. Names will be organized to reflect each faculty member's status as Tenured or Non-Tenured.
Voting will proceed as follows:
Ballot 1: Election of Regular Members to the DPC
Voters indicate their selection of three (3) Tenured and one (1) Non-Tenured faculty. Ballots are collected and votes tallied. The three (3) Tenured and one (1) Non-Tenured persons receiving the most votes will serve as regular members of the DPC.
Ballot 2: Election of Alternate Members to the DPC
Voters indicate their selection of one (1) Tenured and one (1) Non-Tenured faculty, excluding those persons previously elected to the DPC by Ballot 1. Ballots are collected and votes tallied. The individual receiving the most votes in each category will serve as alternates to the DPC.

v) Tie Votes:
Should any of the ballot votes result in a tie, a subsequent vote will be held to break the tie. In such cases, voters indicate their selection of one (1) name from among those previously tied.

vi) EOA Election
In accordance with *Faculty Handbook* section 4.3.2.1, the election of the EOA will take place at the first departmental meeting of the fall semester following the election of the DPC (which will follow the process described in DFLL By-Laws II.B.2.a above).

The EOA will be elected from among the Tenured, Regular Members of the DPC. Voters will indicate their selection of one (1) individual. Ballots will be collected and votes tallied. The individual receiving the most votes will serve as EOA to the DPC.

b. Restrictions to Membership:
Faculty can serve on the DPC for three and no more than three consecutive years either as full voting members or as alternates. Cf. Faculty Handbook.

c. Accessibility and Confidentiality:
The DFLL maintains and publishes on its departmental website a list reflecting DPC membership of the current term and of, at least, the five preceding terms.
DPC meeting dates, locations, agenda, motions and ballot tallies are public information.
DPC discussions and deliberations are strictly confidential.

d. Substitutions to the DPC Electorate
In the event that a full voting member to the DPC be unable to complete his/her term of office, the elected, rank-appropriate alternate will serve in his/her stead for the remainder of the term.

3. Search Committee

DFLL policies and procedures relative to the search process are detailed in a separate document, titled "The Department of Foreign Languages and Literatures' Departmental Search Policies and Procedures and University Guidelines," adopted **27 September 2005**. See Appendix B.

C. Appointed Committees

1. General Procedures

1. Committee appointments occur, when possible and appropriate, late in the spring semester, so that committees will be ready to begin work in the fall. New faculty members whose service begins in a fall term may be considered for appointment should their interests and expertise align with the functions of a particular committee.

2. Faculty members may indicate their interest to serve on such committees by accepting nomination or by volunteering. The DFLL chairperson may appoint faculty members to committees based on the specific needs and functions of each committee and on the expertise of the faculty member(s) appointed. Ideally, members serving on appointed committees will reflect the variety of language interest areas within the department.

3. To ensure both continuity and equitable rotation of service,
a) Committee members will serve for three years with the possibility of reappointment to additional terms. In order that a rotation schedule be established, members will initially serve staggered terms of one (1) to three (3) years. For instance, a committee comprised of four members would have:

    2 members serving three consecutive years   (e.g. 2007-2010);
    1 member serving two consecutive years   (e.g. 2007-2009);
    1 member serving one year   (e.g. 2007-2008).

b) One committee member will be elected by the committee to serve as committee chair for a period of two years (of his/her three year membership), with the possibility of re-election for additional terms.

4. Should an appointed committee member be unable to complete his/her term of service (e.g. faculty taking a leave of absence, an off-campus scholarly assignment, etc.), but wish to resume that appointment upon his or her return, the department chair will appoint an interim replacement.

5. Appointed committees report directly to the DFLL chairperson.

6. Recommendations of appointed committees are presented to the DFLL faculty at large for deliberation.

2. Advancement Committee
The Advancement Committee will be composed of no fewer than three (3) eligible faculty.
The charges of the Advancement Committee include the:
  • organization of fundraising activities
  • establishment and maintenance of communication with DFLL alumni (via semestrial newsletter)

3. Curriculum and Assessment Committee
The Curriculum and Assessment Committee will be composed of no fewer than four (4) eligible faculty.

The charges of the Curriculum and Assessment Committee include the:

- Review of curricular proposals submitted by DFLL faculty, including those designed to effect:
    - adoption(s) of new courses or programs of study (including special topics and honors courses);
    - changes to existing courses, including course titles/numbers, course content, special designators;
- Review of study abroad program proposals submitted by DFLL faculty;
- Management of placement issues, including the implementation of the language placement exams;
- Development and modification of departmental assessment plan (including, but not limited to, the articulation and codification of departmental expectations pertaining to projected proficiency levels in language sequences [i.e. ACTFL guidelines]; field experiences and professional dispositions for BS teacher licensure candidates; exit exams; products of learning [e.g. graduate programs]; student portfolios; and other indicators of anticipated and realized student performance outcomes).

4. Events and Publicity Committee
The Events and Publicity Committee will be composed of no fewer than three (3) eligible faculty.
The charges of the Events and Publicity Committee include:
      1/ DFLL Colloquia:
- Organization of two departmental colloquia each academic year, at least one of which will be devoted to a topic dealing with teaching (technology, methodology, multimedia, etc.);
      2/ DFLL representation at Spring/Fall Open House:
- Creation of a presentation format for semestrial Open House activities;
- Development of information sheets completed by prospective students;
- Establishment of contact with potential students through oral or written formats; and
- Service as a liaison to the Admissions Office for recruitment purposes;
      3/ DFLL Recruitment and Information Events ("Fall Event," Majors Fair, etc.)

5. Non-Tenure Track Faculty Committee
The Non-Tenure Track Faculty Committee will be composed of no fewer than three (3) faculty, at least one of whom is a tenured or tenure-track member of DFLL;
The Non-Tenure Track Faculty Committee will:
- Make recommendations to the DFLL chairperson relative to the working conditions, environment, and resources available to non-tenure track faculty within DFLL;
- Collaborate with the Hubbard Center to provide orientation information to new faculty members;
- Serve as representative to the university-wide Non-Tenure Track Faculty Committee (at least one member of the DFLL committee should attend regular meetings convened by the university-wide organism) and relay relevant information (a debriefing) to the DFLL committee.

6. Technology Committee
The Technology Committee will be composed of the Language Lab Coordinator and no fewer than two (2) faculty members.
The Technology Committee will:
- Identify, prioritize, and communicate to the DFLL chairperson and DFLL faculty at large the technological needs (soft- and hardware) of DFLL as these pertain to instructional development, enhancement, and support, including, but not limited to traditional and Smart classrooms, the language laboratory, and related [mobile] equipment (e.g. computer carts, DVD players, etc.)
- Develop a long-term technology plan for DFLL and work with the DFLL chairperson on budgetary considerations to actualize this plan.

7. Honors Advisory Committee
The Honors Advisory Committee will be composed of the departmental Honors director and two (2) faculty members. Membership on the committee should include representation from Spanish, French, and one other language (if possible).
The Honors Advisory Committee will:
- Consult with the departmental Honors director on course needs, course rotation, thesis direction, thesis committees for departmental Honors students.
- Identify and evaluate appropriate students for invitation into the departmental Honors program in fall and in spring.
- Plan and hold the departmental Honors ceremony at the end of the spring semester for graduates.

The departmental Honors director will chair the departmental Honors committee.

D. Open Committees

1. General Procedures
1. Because the membership of open committees is based on the spirit of voluntarism, no maximum number of participants will be established. It is, however, preferable that such committees be comprised of at least three (3) DFLL members.

2. Membership of open committees is established, when possible and appropriate, late in the spring semester, so that committees will be ready to begin work in the fall. New faculty whose service begins in a fall term and other faculty whose service continues may join an open committee at any time should their interests or expertise align with the functions of that particular committee.

3. Faculty members volunteer to serve on open committees. The DFLL chairperson may encourage the participation on open committees of faculty members whose interests or expertise are aligned with the functions of that committee. Ideally, members serving on open committees will reflect the variety of language interest areas within the department.

4. Should a committee member be unable to continue his/her service on an open committee (e.g. faculty taking a leave of absence, an off-campus scholarly assignment, etc.), but wish to resume that service upon his or her return, the department chair may solicit additional volunteers to serve as interim replacements and/or new members.

5. Open committees report directly to the DFLL chairperson.

6. Recommendations of open committees are presented to the DFLL faculty at large for deliberation.

2. Language and Culture Community Leadership Team
While the Language and Culture Community Leadership Team is an open committee, it is understood that the DFLL faculty responsible for the instruction of the learning community's companion course will serve, at least during the academic year of that instruction, on the Leadership Team. Furthermore, as residents of the community represent, in a given year, the majority of the department's language/interest areas, it is desirable that the faculty members of Leadership Team reflect the same variety.

Among the recommended functions of the Language and Culture Community Leadership Team are:
- Participation in all meetings and related business of the Leadership Team;
- Collaboration and communication with the various campus organisms responsible for the development and organization of the learning community (Residential Life, Office of International Programs, Student Programs, etc.).
- Facilitating, with the assistance of residents, the planning and orchestration of language and/or culture-related activities within DFLL, the community itself, and/or beyond.

3. Social Committee
Among the recommended functions of the Social Committee are the:
- Recognition of birthdays, births, weddings, award recipients, recent publications, retirements, or other such milestones and accomplishments;
- Expressions of condolence and/or support during or following loss and illness;
- Observance of National Administrative Professionals Week (late April; formerly National Secretary Week);
- Scheduling and announcement of informal departmental gatherings (e.g. Happy hours, receptions, holiday events).

4. Student Awards and Scholarships Committee
Among the recommended functions of the Student Awards and Scholarships Committee are the:
- Review of candidate profiles and participation in the selection processes that identify recipients of DFLL-sponsored awards and scholarships;
- Participation in related publicity (announcing award/scholarship opportunities, relaying eligibility requirements, and coordinating associated press releases);
- Arranging creation or purchase of awards, when appropriate (certificates, framing, etc.);
- Representing the DFLL during the annual CAS Honors Day.
- Forwarding pertinent information to the Advancement Committee (for inclusion in newsletters).

E. Ad-Hoc Committees and Task Forces

1. General Procedures
On occasion, departmental business may necessitate the formation of additional, temporary (Ad-Hoc) committees or Task Forces. Because the foci and functions of such organisms will vary, no official policy regarding membership on or service to them will be formally adopted. However, when appropriate, the department chairperson should issue first a call for volunteers from among DFLL faculty to serve. In instances where the number of resulting volunteers is insufficiently proportioned to the task(s) at hand, the chairperson may appoint (additional) faculty to serve on these committees and task forces.
Ad-Hoc Committees and Task Forces report directly to the DFLL chairperson (or other appropriate body) Recommendations of Ad-Hoc Committees and Task Forces are presented to the DFLL faculty at large for deliberation.

III. Individual Appointments

A. Advising: Undergraduate, Graduate, and Study Abroad

1. Undergraduate Academic Advising:

The responsibility of Undergraduate Academic advising in the Department of Foreign Languages and Literatures is shared among sectional faculty in a program/language area. B.A. degree-seeking students are assigned advisors in their declared major or minor based on the last name of the student. Designated faculty are responsible for B.S. students in French and Spanish Education. One or both of the B.S. advisors will function as the Specialty Area Consultant(s) to the Reich College of Education (cf. III-E below). Ideally, one of the B.S. advisors will also serve as the Undergraduate Program Coordinator (cf. III-D below). Advisors will meet regularly with majors and minors to check their progress toward completion of their program, to identify outstanding requirements and develop with students a plan to ensure satisfaction of these requirements, to make course recommendations, and the like. It is DFLL policy that all students seeking to enroll in a DFLL course at the 2000-level of instruction or above must meet with their academic advisor.

2. Graduate Academic Advising:

At least one graduate faculty member in each of the graduate program areas (French, Spanish) will be appointed to serve as the graduate academic advisor for that area.

3. Study Abroad Advising:

In addition to the responsibilities detailed above, undergraduate and graduate academic advisors will further serve those students who study abroad by assisting them, in collaboration with the Office of International Programs, in identifying an appropriate study abroad program in which to participate and in their application process (where applicable). Advisors will work with students before their departure to complete Course Pre-Approval forms and will, upon their return, review students' study abroad transcripts and recommend to the Office of International Programs those courses and number of credit hours to be applied to the students' ASU transcript.

B. Graduate Program Coordinator

The DFLL chairperson will appoint, from among the active graduate faculty membership of DFLL, an appropriately qualified individual to serve as graduate program coordinator. To ensure continuity, the term of this office will be two consecutive years with the possibility for reappointment to further terms. Qualified individuals who wish to be considered for this position may identify themselves to the DFLL chairperson. In the event that two or more persons present themselves as candidates for the position of graduate program coordinator, those individuals will be asked to present their interests and qualifications before the DFLL graduate faculty which will then make a recommendation (by vote) to the DFLL chairperson, who may make the appointment based on this information.

For responsibilities, see October 2006 report on Graduate Education, Appendix E (this wording passed 01 March 2007)

C. Libraries Liaison

One member of the DFLL faculty will serve as liaison to the university libraries for a term of three consecutive years. Faculty interested in serving in this capacity may identify themselves to the department chairperson. Should no such person identify him/herself voluntarily, the DFLL chairperson may appoint an individual to serve.

The responsibilities of the DFLL Libraries Liaison include the:
- Distribution to DFLL faculty of announcements of new and germane library acquisitions;
- Collection of faculty requests for library purchases and the communication to the appropriate library official(s) of such requests.

D. Undergraduate Program Coordinator (NCATE/DPI)
When possible, one of the B.S. advisors (French, Spanish Education) will serve as the Undergraduate Program Coordinator. The individual appointed to serve in this capacity is, ideally, a holder of North Carolina state licensure in at least one of these two areas (or a related area). The primary responsibilities of the Undergraduate Program Coordinator are to:
1) Collaborate with all DFLL faculty teaching in related areas to ensure satisfaction of state and/or federal requirements of programs and student candidates in those programs (B.S. French, Spanish Education);
2) Attend meetings convened for Undergraduate Program Coordinators through the Reich College of Education and disseminate to the DFLL faculty at large announcements, policy updates, etc.;
3) Prepare, in conjunction with the DFLL chairperson and faculty in the specialty area programs, the Program Area reports for regularly scheduled reviews by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction;
4) Participate, as needed, in the aforementioned review processes.

E. Specialty Area Consultant(s) to Reich College of Education
One or both of the B.S. academic advisors (French, Spanish) will be appointed by the DFLL chairperson to serve as specialty area consultant(s) to the Reich College of Education. Specialty Area Consultants must be seeking or must have obtained North Carolina state licensure in at least one area (or a related area) in which they will be observing student teachers.

For more information regarding Specialty Area Consultants and their duties, refer to the RCOE website.

F. Departmental Honors director:
The DFLL chairperson will appoint, from among the faculty membership of DFLL, an appropriately qualified individual to serve as department Honors director. To ensure continuity, the term of this office will be three consecutive years with the possibility for reappointment to further terms. Qualified individuals who wish to be considered for this position may identify themselves to the DFLL chairperson. In the event that two or more persons present themselves as candidates for the position of Honors program director, those individuals will be asked to present their interests and qualifications before the DFLL faculty. The faculty will then make a recommendation (by vote) to the DFLL chairperson, who may make the appointment based on this information.

IV. Faculty Evaluation – General (cf. *Faculty Handbook* section 4.3)

A. Faculty Annual Reports
Faculty Annual Reports must be prepared and submitted annually by all faculty of DFLL.
The reporting period is one calendar year, beginning 16 March and ending 15 March (e.g. 16 March 2006-15 March 2007). Annual reports are to be completed in accordance with the requirements of the College of Arts and Sciences (http://www.cas.appstate.edu/dean/forms/forms.html)

B. Annual Chair Conference

Each DFLL Faculty member will confer individually with the department chairperson at least once annually, typically in the spring semester following the submission of the annual report, to discuss his/her performance. The purpose of these meetings is twofold: 1) to reflect, collectively, on the faculty member's strengths and contributions as evidenced throughout the reporting year; and 2) to project and identify areas and opportunities for improvement and/or continued engagement(s).

C. Chair Observation Reports

The DFLL chairperson will observe, at least once annually, at least one course taught by each DFLL faculty member. The chairperson will prepare a report, based on the observation and subsequent discussion with the faculty member, to be included in that faculty member's personnel file. Observations will be scheduled in advance and will be executed in a course and on a date mutually approved by the chairperson and faculty member to be observed.

D. Peer Evaluation:

As per section 4.3.1 of the *Faculty Handbook*, instruction by all non-tenured and non-tenure track faculty will be evaluated on an annual basis, typically in the spring semester, by one of his/her peers. All tenured faculty are to be reviewed in similar fashion every three (3) years. Observations will be scheduled in advance and will be executed in a course and on a date mutually arranged between the two faculty members in question. Faculty members performing observations will prepare a report, based on the observation and subsequent discussion with the faculty member observed, for inclusion in the observed faculty member's personnel file.

For the departmental peer review policy, see Appendix B.
For the departmental peer review form, see Appendix C

E. Student Evaluation
Faculty Handbook section 5.6

> **Question for department: do we want to evaluate more often?**
> **1. new courses?**
> **2. Study Abroad courses (use our forms not OIP for course evaluation)**
> **3. adjunct instructors every semester?**
> **4. at least one course in spring for everyone?**

F. Merit Evaluation: See document Appendix B

V. Faculty Evaluation – Promotion, Tenure, and Reappointment
See document Appendix D

VI. Faculty Workload

DFLL policies relative to faculty workload are those presented in section **5.1 of the *Faculty Handbook***.

VII. Faculty Release Time, Leaves of Absence, and Off-Campus Scholarly Assignments

DFLL policies relative to faculty release time, leaves of absence, and off-campus scholarly assignments are those presented in section **4.9.2 of the *Faculty Handbook***.

VIII. Faculty Office Hours

DFLL policies relative to faculty office hours are in consonance with those presented in section **5.4 of the *Faculty Handbook*** as amended and approved by the Board of Trustees on **31 March 2006**:

Every full-time faculty member is required to be available seven (7) hours per week during the regular academic year to consult with students. Requirements for part-time faculty will be prorated according to the number of hours taught. Each department will maintain an office hours policy that establishes standards regarding a mix among formal office hours, meetings in other locations, and electronic communications appropriate for faculty members and curricula in that department. A schedule indicating the times available for formal office hours, meetings in other locations, and electronic communications must be posted on the faculty member's office door, listed on course syllabi, and provided to the departmental office at the beginning of each semester. Electronic communication addresses, URLs, and/or phone numbers must be listed on course syllabi and also provided to faculty member's departmental office. During the term of a summer session in which a faculty member teaches, office hours expectations are half of those during the regular academic year.

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Department of Foreign Languages and Literatures' Office Hour Policy
approved 21 September 2006:

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Each faculty member in the Department of Foreign Languages and Literatures is required to keep a minimum of 7 office hours per week during the regular academic year, distributed so as to provide students ready access to the instructor for routine conferences. These hours will be arranged as follows:

- 4 hours of office time
  These 4 in-office hours will be distributed at least over two different days;

- 3 hours of alternative contact time
  The alternative contact methods (e.g. email, IM) and any alternative meeting places (e.g. Crossroads) as well as any alternative times will be clearly noted by individual faculty member when office hours are posted and should remain unchanged for the duration of the semester.

Notices of office hours must be posted. Other conference hours should be arranged for the mutual convenience of students and the faculty member (e.g. by appointment).

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IX. Course Rotation

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The following policy relative to course rotation was adopted by DFLL on 02 December 2005:

The Rotation of Courses in the Department of Foreign Languages and Literatures is governed by the following principles and goals:

1. The planning, assigning and proposal of courses in the departmental curriculum should be achieved through a participatory process in the Department. This process should be characterized by a healthy and mutual cooperation between Faculty and Chair in which the duties and responsibilities of Faculty and Chair are recognized by all.

2. There must be equality of opportunity and responsibility for all Faculty to teach across the curriculum. Consequently, a Faculty member who wants to teach a course which may have been taught primarily by a single colleague for three semesters, should have the opportunity to teach that course whenever possible.

3. In order to provide a full and varied sequence of language offerings all Faculty may be called upon to teach any courses offered in their area.

4. Students who graduate with a major or minor in the Department should have the benefit of learning from a variety of Faculty, so that students' linguistic and educational experience will be informed by a diversity of academic approaches and linguistic/cultural backgrounds.

X. Curricular Development, Assessment, and Revision

DFLL policies relative to curricular change are those adopted in November 1998, as follows:

Guide for Curriculum Changes: Six Steps in Creating or Deleting Courses

1. Consult with Chair of the Department
   - No new course may be created or deleted without the consent of the Chair, who may have additional information which impacts current curricula.

2. Consult with section Faculty
   - Propose and discuss changes.
   - Vote on proposed changes.
   - Send approved proposal to Curriculum Committee. All proposals must include a Proposal Form, as well as a complete syllabus including textbooks and/or appropriate bibliography.
   - Send copy of the proposal to Chair of the Department.

3. Curriculum Committee
   - Discusses proposal.
   - Proposes any additional changes or modifications.
   - Votes on final proposal.
   - Sends approved proposal to the Chair of the Department.

4. Chair of Department.
   - Makes copies of proposal.
   - Distributes copies to all faculty.
   - Convenes the faculty for the purpose of proposal consideration. All full-time faculty may vote.
   - Sends faculty-approved proposal to the Council of Arts & Sciences.

5. Council of Arts & Sciences (first the CAS Curriculum subcommittee, then the Council of Arts and Sciences)
   - Receives proposals from Departments.

- Chair of CAS Curriculum Subcommittee presents proposals that have been approved by the subcommittee.
- CAS discusses proposals and votes.
- Sends approved proposal to AP&P Committee (Academic Policies & Procedures)
If proposal deals with Education, Business, or Graduate Curriculum, proposals are forwarded to those colleges.

6. AP&P Committee
   - Receives proposals.
   - Discusses and votes.
   - Sends approved proposal to be included in the Bulletin.

Appendix A
Department of Foreign Languages and Literatures

Governance Structure <u>DRAFT</u>

Faculty Handbook section 4.1.2.3

Each department's faculty shall elect the departmental personnel committee using the procedures in *Robert's Rules of Order* as currently revised, and determine the length of terms on the DPC. In departments with an adequate number of faculty, no faculty member may serve more than three consecutive years on a DPC. Persons who hold academic rank[7] within a department, whether or not their salaries are from state-appropriated funds, shall be eligible for the committee. At the beginning of each fall semester, every department will elect from among its tenured faculty an Equal Opportunity Associate. This person will represent the University's Office of Compliance Programs in all departmental personnel affairs.

Appendix B

Policy on Peer Evaluations
Department of Foreign Languages and Literatures
Appalachian State University
Approved 02 March 2006

A primary goal of peer observation is the improvement of teaching.

I. An individualized Peer Evaluation Plan will be developed by each faculty member in consultation with the department Chair and in accordance with the general guidelines below.

II. Although tailored to each individual, the Peer Evaluation must include the following elements:

A. TEACHING PORTFOLIO
All non-tenured and non-tenure track faculty members will maintain a teaching portfolio as part of the material to be presented at the time of consideration for reappointment, promotion and tenure. Suggested contents: student course evaluations, course syllabi and other course materials such as tests, study notes, reports on guest lecturing, conferences attended, honors received for teaching, and other materials the individual deems suitable. In this portfolio, faculty without permanent tenure will include the narrative of the peer observation.

B. PEER OBSERVATION OF TEACHING
Direct classroom observation by peers will be part of the peer review process for all non-tenured faculty members, whether or not the faculty member is on a tenure track.

1. Faculty being evaluated should suggest to the chair at least two full-time faculty members, at least one of whom is tenured, to conduct peer observations. If possible, at least one observer should be proficient in the faculty member's target language and have knowledge of the methods being used. The chair will assign Peer Reviewers after that consultation.

2. Peer observation should be done on a date agreed upon by the two reviewers and the faculty member being observed, ideally by the end of February.

3. Reports of the peer observation will include prose narratives and the departmental observation form (attached).

4. Feedback from peer observations will be provided to the individual being observed within ten days of the observation. A written copy of the observation should go to the observed faculty member and to the Chair.

5. It is strongly encouraged that the reviewers discuss their observations with the faculty member being observed.

Respectfully submitted: Irina Barclay, Beverly Moser, and Diane Sides, February 24, 2006

Appendix B

DEPARTMENT OF FOREIGN LANGAUGES AND LITERATURES
MERIT DOCUMENT FOR TENURED AND TENURE-TRACK FACULTY

I. RATIONALE

1. The three traditional components of merit evaluation, scholarship, service and teaching, will be given equal weight in the calculation of merit.

2. For each of the three components of merit, faculty will be evaluated using the following 4 ranges:

> Minimal
> Average
> Above average
> Exceptional

3. This document provides broad definitions and guidelines for the calculation of merit in each of the three areas described in section 1, as well as examples of profiles that would fall into each range (Minimal, Average, Above average and Exceptional). Please refer to appendices A-C for suggested lists of activities/accomplishments in each area.

4. In order to make a case for merit in any area, a faculty member must submit a one to two page bulleted-item summary of accomplishments that are entered in the current annual report and may include items from the annual reports of the two previous years. The faculty member must be prepared to submit documentation which is appropriate to support the claims for merit, if it is not included in the annual report. The performance record and the claims for merit should be evaluated by the Chair, where appropriate, in the context of a three-year composite profile of performance.

5. Each of the 4 ranges [Minimal, Average, Above Average, Exceptional] in each category [Scholarship, Service, Teaching] will be awarded a basic number of points:[1]

MInimal: 1 point
Average: 2 points
Above Average: 3 points
Exceptional: 4 points

See section III for the relation of these points to an overall merit increase.

II. CRITERIA

1. CRITERIA FOR MERIT IN SCHOLARSHIP. For the purposes of this document, scholarship is defined as participation in the professional conversations within a field, contribution to a field of study, advancement and professional abilities of a professor in his/her field of expertise.

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[1]The points are NOT assigned to individual activities; rather, the point values are assigned to the ranges as indicated.

MINIMAL [1 POINT] – Minimal research or professional development activity. Examples might include: One conference attended, but no presentations or publications, with no ongoing research projects underway.

AVERAGE [2 POINTS]– Research production is as expected, with the understanding that expectations for instructors vs. tenured faculty in this area are quite different. A point of reference for tenure-track faculty with a 3-3 load is the university-defined benchmark of 2 peer-reviewed published articles each 3 years (cf. CAS Guidelines for Reassigned Time). Ongoing projects should be taken into consideration, since a project such as a book may take many years of preparation[2].

ABOVE AVERAGE [3 POINTS]– Research production exceeds expectations. For tenure-track faculty, this would typically include at least one published work, as well as evidence of ongoing research and professional development. Other activities indicating above average research activity might include receiving a research grant or a university award for outstanding research.

EXCEPTIONAL [4 POINTS] – Research production is truly exceptional; examples for tenure-track faculty could be a book published or 2 or more peer-reviewed articles published, in addition to professional development activities and participation in professional organizations. This could also include receiving a competitive national-level grant.

*See appendix A for a suggested (though not comprehensive) list of accomplishments deserving of merit in scholarship.

2. CRITERIA FOR MERIT IN SERVICE. For the purposes of this document, service is defined as coordination of, contribution to, and/or collaboration with organisms, from the departmental to international, whose missions include the development, implementation, promotion, governance, and assessment of professional activity, broadly conceived.

MINIMAL [1 POINT]– Minimal service contributions. Examples might include: Little or no participation in departmental committees or meetings; no evidence of professional service.

AVERAGE [2 POINTS]– Service contributions meet expectations. This includes active participation in departmental committees and faculty meetings.

ABOVE AVERAGE [3 POINTS] – Service contributions exceed expectations. Active participation in committee and faculty meetings is assumed, as is participation in university committees or activities, and service to the profession. Service contributions considered above average might include chairing one or more departmental committees with a heavy workload in a given year (i.e. searches or policy revisions), coordination duties with no course release, establishing and leading a new study abroad program, serving on the board or in an official position for regional or smaller national organizations, and serving on the editorial board of a professional journal.

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[2] Alternative forms of publication and research, such as media productions (CDs, videos) and online publications (websites, online journals) should also be taken into consideration.

EXCEPTIONAL [4 POINTS] – Service contributions are truly exceptional. Active participation in committee and faculty meetings is assumed, as is participation in university committees and activities and service to the profession. Activities indicating exceptional service might include the preparation of substantial documents or reports for the department or university, serving on the board or in an official position for one or more large national organizations, or serving as editor in chief for a professional journal.

*See appendix B for a suggested (though not comprehensive) list of accomplishments deserving of merit in service.

3. CRITERIA FOR MERIT IN TEACHING. For the purposes of this document, teaching is defined as the measurable performance of faculty in the instruction and advisement of students, the successful provision for and development of academic programs and curricula, and the ongoing cultivation of knowledge, skills, and execution of all elements of effective education, using demonstrated methods and practices.

MINIMAL [1 POINT] – Minimal commitment to teaching. This may be evidenced by repeated student complaints or uniformly poor teaching evaluations, though these should not be taken as a sole indicator of teaching performance.

AVERAGE [2 POINT]– The teaching commitment is as expected. The faculty member is teaching a 3-3 load, and teaching evaluations are close to the departmental average. This also includes meeting advising duties.

ABOVE AVERAGE [3 POINTS]– Contributions in the area of teaching exceed expectations. It is assumed that faculty at this level have taught a reasonable (3-3) teaching load and that their evaluations are at least average. Duties that show above average commitment to teaching might include teaching an uncompensated overload for one or more semesters,[3] chairing one or more MA thesis/exam/Product of Learning committees, or developing and teaching an innovative new course. For tenure-track faculty, this might also include exceptional advising duties, such as advising an above-average number of students, or recognized excellence in advising (such as the College advisors award).

EXCEPTIONAL [4 POINTS] – Contributions in the area of teaching are truly exceptional. It is assumed that faculty at this level have taught a reasonable (3-3) teaching load and that their evaluations are generally far above average. Indications of an exceptional commitment to teaching might include winning a regional or national teaching award, or undertaking two or more "above average" activities (e.g. teaching an overload and developing/teaching a new course).

*See appendix C for a suggested (though not comprehensive) list of accomplishments deserving of merit in teaching.

III. MERIT ALLOCATION CALCULATION

As stated in section I, the activity corresponding to each of the 4 ranges of each category [Scholarship, Service, Teaching] will be awarded a basic number of points:

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[3]If a faculty member receives a salary supplement or other compensation for an overload, then that overload need not necessarily be considered for merit.

Minimal: 1 point
Average: 2 points
Above Average: 3 points
Exceptional: 4 points

The overall percentage points, which will determine the overall merit raise for each individual faculty member, shall reflect the average of the total points received in the three areas of scholarship, teaching, and service (total sum divided by three).

e.g. Professor Y has the following breakdown for academic year 2006-07

Scholarship: Above Average [3]
Service: Exceptional [4]
Teaching: Average [2]

3 + 4 + 2 = 9/3 = 3 point average across all categories (for overall performance total)

This 3 point overall average would correspond to an above average merit increase for AY 2006-07, according to the guidelines set above.

Total merit increases should then reflect the point values in appropriate increases based on the merit allocation in any given year.

Appendix A
Accomplishments deserving merit in scholarship

Creative products (e.g., plays, poems, films, recordings, computer software)
Single-authored, peer-reviewed books/creative production/
Single-authored, peer-reviewed articles/creative productions
Editor of a first-tier publication
Funded grant proposal to an external agency
Grant proposal submitted to an external agency that is unfunded but that received a high priority score
Major international/national award for book/creative production
Co-authored, peer-reviewed articles/creative productions
Co-authored books/creative production
Edited books
International professional conference paper/creative production
Editor of a second-tier publication
Editor of an online journal
Recipient of internal grant
Single-authored, non-peer-reviewed articles
State and Regional awards for book and creative production
National professional conference/creative production
Book/article reviews
Publications co-authored with students
Co-authored non-peer-reviewed article/creative production
Local professional conference paper/creative production
Documented research or writing in progress
Professional workshop presentation
Conference panel organizer/chair
Submission of grant proposal
Faculty development activities

Appendix B:
Accomplishments indicating merit in service

International/National Task force
Creating international opportunities for the university
International/National Service award
University/State/Regional Task force
Chair of University/Department committee
Leadership of study abroad programs
Serving on the board for international/national/State organizations
State/Regional Service award
Department Task Force/ Committee
Organization sponsorship/advisement
Member of University committee

Active participation in departmental work committees
Serving on the board for local organizations
Local Service award
Local community outreach
University community outreach

Appendix C:
Accomplishments indicating merit in teaching

Strong student evaluations (at or above departmental average)
National or State teaching award
Strong peer review
University teaching award
Teaching overload
New course development
Nomination for teaching award
Academic advisement
Normal teaching load

Appendix C

Department of Foreign Languages and Literatures

Search Process:

Policies and Procedures

Departmental Search Policies and Procedures and University Guidelines

All policies and procedures of the Department of Foreign Languages and Literatures must be in compliance with those set forth in the most recently adopted edition of the <u>Faculty Handbook</u> and the Equal Opportunity Charge (hereafter referred to as <u>EOC</u>). If at any point in the search process there seems to be an inconsistency between Departmental and university policies and procedures, the <u>Faculty Handbook</u> and the <u>EOC</u> will take precedence. Where Departmental policies and procedures may appear not to comply with overriding university policies and procedures, the <u>Faculty Handbook</u> and the <u>EOC</u> can be appealed to as superceding the policies and procedures of the Department only in instances of unequivocal and unambiguous statements of particular inconsistency. For cases that require interpretation of university guidelines, the Compliance Officer should be consulted. The purpose of these policies and procedures is not to counter or circumvent university guidelines but to set forth specific statements and steps of policy and procedure for the practical execution of the charges given to the Department with respect to the search process. These documents do not present all of the policies and procedures found in the <u>EOC</u>. During a search process, Search Committee members and all faculty should make constant use of the <u>EOC</u>.

The Department herewith adopts and agrees to operate by the guidelines in the two documents entitled "Search Policies: Department of Foreign Languages and Literatures" and "Search Procedures: Department of Foreign Languages and Literatures" in matters concerning the search process. Until and unless altered by a majority vote of the faculty, these documents will be the normative, standard and accepted policies and procedures of the Department.

EEO/AA Statement:
"Appalachian State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, disabling condition, covered veterans status, or sexual orientation. Moreover, Appalachian State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of African-American students." <u>The Affirmative Action Plan for Equal Employment Opportunity</u>, p. 2.

Search Policies:
Department of Foreign Languages and Literatures

Search Objectives:
·   to fill new or vacant positions or make special faculty appointments
·   to elect and maintain a faculty comprised of the most qualified and most suitable colleagues possible
·   to execute as wide a search for potential candidates as is practicable, given the constraints of time and available resources
·   to solicit the best possible applicants and to review the credentials of all applicants for the position
·   to interview all selected candidates fairly and thoroughly
·   to recommend to the Chair of the Department two or more qualified candidates to fill the position
·   to function in compliance with the policies and procedures of the university regarding Affirmative Action and Equal Employment Opportunity

Relation of the Search Committee to the Departmental Personnel Committee (DPC):
The Faculty Handbook (Handbook) indicates that the DPC is charged with the following regarding the hiring of new faculty: "Reviewing the credentials of all applicants for new or vacant positions including special faculty appointments, interviewing selected candidates, and making a recommendation to the chair of two or more qualified persons to fill the position (except in the case of special faculty appointments or when circumstances make only one candidate acceptable), and through the chair to the dean [of the College of Arts and Sciences] and the Provost and Executive Vice Chancellor. The personnel committee may or may not submit nominations in rank order of preference. Search Committees may be established to assist or supplant the departmental personnel committee in performance of these functions. Each member of a Search Committee shall be subject to the same confidentiality obligations that apply to departmental personnel committees. Departmental Equal Opportunity Associates shall perform the same functions with respect to Search Committees as are performed with respect to departmental personnel committees." [Faculty Handbook, 4.1.3.1]

Composition of the Search Committee:
The Faculty Handbook directs that it is a function of the DPC to review the credentials of all applicants for new or vacant positions including special faculty appointments, to interview selected candidates, and to make a recommendation to the Chair of the Department of two or more qualified persons to fill the position. If the faculty vote to allow a Search Committee to supplant the DPC function in the process, the appointed Search Committee shall fulfill the responsibilities of the DPC in this charge. The Search Committee will share with the DPC the credentials of the two or more persons finally recommended to fill the vacant position. The DPC will act on the recommendation of the Search Committee by verifying the qualifications of the two or more persons recommended by the Search Committee. The DPC cannot alter or eliminate the nominations made by the Search Committee, only certify that the candidates have met the requirements for the position as advertised in the job description.
It is best that the Search Committee be comprised of an odd number of members, so as to avoid tied votes. There are no alternates on a Search Committee, since all DPC alternates as Search Committee members become full voting members. A quorum is constituted by the presence at a duly announced meeting of a simple majority of the members of the Search Committee. Unless the faculty have chosen to elect a Search Committee to supplant the work of the DPC in a search, all members of the DPC, including

alternates, will be voting members of the Search Committee. The Chair of the Department becomes a non-voting member of Search Committee. The EEO/AA representative of the DPC will serve as the EEO/AA representative for the Search Committee. The Director of the Office of Compliance Programs serves as a non-voting, ex-officio member of all EPA ("Exempt from Personnel Act," or academic) searches.

Principles of Search Policies: The work of the Department should be conducted by a participatory style of administration, whereby the faculty and the Chair of the Department recognize and respect the distinct and specific duties and responsibilities of each other. The collaborative effort of departmental searches is to be guided by the operating principles of equitability, transparency, accountability and confidentiality.

Equitability:
      It is the responsibility and opportunity of all full-time tenured and non-tenured faculty to be ready to participate in the search process. It is expected that each faculty member on a Search Committee will fulfill her or his assigned duty by being present for every meeting of the committee, as much as is possible. It is expected, further, that committee members will be prepared to conduct the business for which meetings have been called. The committee's deliberations concerning applicants in the pool of applicants and applicants who make it to the "short list" must be informed deliberations.
      "[The committee's] actions are based on the assumption that each committee member has
      carefully read and taken notes on all the completed applications. Time should <u>not</u> be taken in this
      committee meeting for one or more members to review the completed applications–i.e., each
      committee member should have completed her or his 'homework' prior to this meeting." (EOC
      "Addendum B: The Applicant Pool & the 'Short List'")

Transparency and Accountability:
      It is expected that the Search Committee will keep records of the procedures followed and be willing to provide rationale for procedural decisions. While each faculty member and each committee should make decisions without any undue influence from other faculty members or committees, it is a serious matter for a faculty member or a committee who/which receives recommendations from duly appointed committees to counter or alter the received recommendation. When the DPC has received the Search Committee's recommendations, it has only the duty of certifying to the Chair of the Department that the two or more nominees have in fact met the requirements stated in the job description.

Confidentiality:
      Search Committees are expected to operate with policies which may appear contradictory to the free and open communication of ideas and information that is the hallmark of academic life. To protect the confidentiality of applicants, candidates, and committee members, the following policies are to be observed:
      "no open sharing, no private reporting, no snippet, even, of gossip. The overriding needs are to
      protect the integrity and candor of member-to-member discussion, and to protect the identity of
      people who have allowed you to consider their names in candidacy. . . . <u>members owe a duty to</u>
      <u>one another to protect absolutely the freest expression of opinion in committee deliberation.</u>
      <u>Especially in discussing individual candidates, every remark must be taken as privileged</u>.
      "In sum: in accepting Search Committee membership, each member assumes a responsibility not
      to mention any candidate's name or status, or the content of any committee conversation, to any
      non-committee person within or outside the institution. Members serve on behalf of the

institution, not as constituent representatives, and therefore do not engage in private reporting back in their home office or department. All public representations about the search are made by the chairperson; these will concern process, never people by name. By committee stipulation, the chairperson should be empowered to accept the resignation of any committee member who breaches these agreements." (EOC "Addendum A.: Confidentiality")

Search Procedures:
Department of Foreign Languages and Literatures

Non-Tenure Track and Special Appointment Searches:

    The DPC is charged with reviewing the credentials of all applicants for new or vacant positions including special faculty appointments, interviewing selected candidates, and making a recommendation to the chair of two or more qualified persons to fill the position (except in the case of special faculty appointments or when circumstances make only one candidate acceptable). The procedures for filling non-tenure track and special appointment positions should follow the procedures outlined below (under "Tenure-Track Searches") as nearly as possible. When, however, a non-tenure track position has to be filled or a special appointment has to be made and the constraints of time do not allow the full execution of the search process, searches should be conducted in accordance with the guidelines of the Compliance Office for search procedures under time constraints. In emergency situations, the approval of the DPC for the hiring of adjunct faculty members is recommended, but not necessary if the constraints of time do not allow for participation by the DPC. In all instances of such hiring or appointment, before a second contract can be offered to a non-tenure track faculty member, the DPC must review the documents and records of that faculty member.

Tenure-Track Searches:

    When the faculty have been informed that a new or vacant position is to be filled, the following constitute the procedures for the search process:

1) The full-time tenured and non-tenured faculty of the department come to a general consensus regarding the needs of the language area and the department and the area(s) of specialization to be sought in applicants.

2) <u>Normative Search Committee Makeup</u>: Ordinarily, the Search Committee will be composed of the DPC and one or two other full-time tenured or non-tenured faculty who teach in the area of the position to be filled.

    a. If the area of the search is represented on the DPC by two or more faculty, it is not necessary to have additional members in that area.

    b. The addition of full-time tenured or non-tenured faculty who teach in the area of the position to be filled may be waived, in cases where the position to be filled is in one of the languages which does not offer a major or a minor, or where there are not enough full-time tenured or non-tenured faculty in that area to meet this requirement.

    c. Alternatively [to 2b.) above], for a vacancy in an under-represented language (such as Japanese, Chinese or Latin), the Chair may recommend to the voting faculty for their approval additional Search Committee members from the faculty of other departments in the university, whose expertise would benefit the search. Since internationalization is an active goal of the university, the Search Committee (however it is constituted) should avail

itself, when possible, of the expertise of faculty outside the Department and within the university, within the guidelines of the policies and procedures of the Department and the university.

3) <u>Supplanting Search Committee Makeup</u>: It is the prerogative of the faculty to elect a Search Committee to supplant the DPC in the work of the search process. If the faculty elect to establish such a Search Committee, it is to be considered an ad hoc Supplanting Search Committee which must follow the policies given in the Search Policies document of the Department and which must follow the procedures given below in this document. The election of such a supplanting committee will be effective only for the search for which that committee has been elected and the election will not alter the ordinary and normative procedure for Search Committee selection as given in 2) above.

4) The Search Committee will be convened by the Chair of the Department to elect a chair of the Search Committee. The Chair of the Search Committee must be a tenured member of the faculty. During the search period, the Chair of the Search Committee, as nearly as possible, should be relieved of other committee responsibilities. All subsequent meetings of the Search Committee shall be called by the chair of the Search Committee. The EEO/AA representative should be present, when possible, at all Search Committee meetings. When the Search Committee meets at a duly designated time only a quorum is needed to conduct the business of the committee.

5) The chair of the Search Committee should request the faculty to send written, dated and signed statements in sealed envelopes to her or him [the chair of the Search Committee] which describe the 'ideal' person whom the committee should be seeking.

6) Any faculty member should feel free to visit with the Search Committee in person to voice any observations or suggestions. The Search Committee shall meet and formulate a formal job description. The chairperson should summarize the written suggestions received and share them with the voting faculty, without stating who wrote what.

7) The formal job description will include specifics as to the level of the post (Assistant, Associate, Professor), the requirements for application, the deadlines which are to be observed, and a statement concerning compliance with EEO/AA guidelines.

a. <u>EOC requirements</u>:
   "that at least the following statement be written at the end of any advertisement:
   "Appalachian is An Equal Opportunity Employer"
   that a date for the initial review of completed applications be given which will guarantee full consideration but that completed applications will continue to be accepted after this date until the position is filled

b. <u>EOC recommendations</u>:
   that the job description request a short list of references (3-5) [including mailing addresses, telephone numbers, and email addresses], instead of letters of recommendation
   that a statement concerning salary be given, such as "compensation is competitive and commensurate with qualifications"
   that the following statement should be included in the advertisement: "Federal law requires proper documentation of identity and employability prior to final consideration for this position " that official transcripts stamped by an institution's registrar be requested later in the search process (official transcripts must be on file prior to employment) (<u>EOC</u>, item 2).

8) The full-time tenured and non-tenured faculty will consider, discuss, and approve a formal job description.

9)	The full-time tenured and non-tenured faculty will discuss and come to a consensus regarding the appropriate means and professional venues for advertising the position, in light of university policy regarding the advertising of vacancies and posts.

10)	Upon approval of a formal job description by the faculty, the chair of the Search Committee shall present the description to the Dean, the Compliance Officer and Academic Affairs office along with the completed and signed "EPA Job Description Form and Recruitment Plan." (EOC, items 2 and 3)

11)	If the chair of the Search Committee should receive advice from the Dean's Office, the Compliance Officer or the office of Academic Affairs which requires alteration of the job description, the chair of the Search Committee will present the revisions to the full-time tenured and non-tenured faculty for their approval.

12)	When the job description has been approved, the Search Committee is <u>required</u> to formulate a list of basic, open-ended form questions which are consistent with the job description and which will be used for on-campus interviews of candidates (see below, step 34). **(**<u>EOC</u>, item 9)

13)	When the chair of the Search Committee has received the signed copy of the "EPA Job Description Form and Recruitment Plan" the chair of the Search Committee must advertise the position opening.

> "All internal and external advertisements (vacant or new position available) are to be announced for a minimum of 30 calendar days. For positions at the levels of director, chairperson, coordinator, supervisor and above, the openings <u>must</u> be advertised in *The Chronicle of Higher Education (The Chronicle)*; however, those academic departments which have national discipline periodicals may advertise faculty position openings in their disciplines' periodicals. If they do not have national periodicals, they <u>must</u> advertise in *The Chronicle*. <u>All openings must be advertised in</u> *The Appalachian Scene* <u>or if that periodical is not timely, they may announce it on the "subscribers' list."</u> ADVERTISEMENTS IN OTHER MEDIA ARE STRONGLY ENCOURAGED. The advertisement needs to appear only once in each selected medium.
> "An exception may be made with local external advertisements for both EPA and SPA middle management position openings (not faculty), whereby only 15 calendar days are required for advertisement in *The Appalachian Scene* or the "subscribers' list." Also, the advertisement should be placed in the *Watauga Democrat* if at all possible and timely. Other regional media also may be appropriate." (EOC, item 3)

14)	"If any member elected or appointed to the Search Committee is interested in applying for the position opening, that member should immediately withdraw from the committee no later than before the next meeting of the committee. If this is not done, the completed application of the committee member will <u>not</u> be considered further by the committee and the member will be <u>required</u> to resign from the committee." (EOC, item 4)

15)	In line with university policies and procedures, there will be no meetings, discussions or conversations about applicants by and/or between members of the DPC or the Search Committee until after the published deadline for all acceptable applications to be received. Prior to that date, individual Search Committee members may review applications which have been received and which have been designated as <u>complete</u> by the chair of the Search Committee. No committee member is to discuss any completed application with any other committee member until the committee meets in executive session to consider all the completed applications after the "initial review" date. "It is very important to note that only <u>completed</u> applications received by the initial

review date should be considered by the Search Committee. Of course, . .completed applications will continue to be accepted and reviewed after this date until the position is filled." (<u>EOC</u>, item 5)

16) "Although the cornerstone of the University's personnel policies is to promote from within, it behooves each Search Committee to consider, carefully, the application of each internal applicant for the position opening, and treat each internal applicant <u>exactly</u> as each external applicant is treated. Ideally, internal applicants whom the committee decides to interview should be interviewed <u>after</u> the external candidates, however, **it is NOT required that internal applicants be interviewed.**:" (<u>EOC</u>, item 6)

17) "ONCE AN APPLICATION IS COMPLETE, THE CHAIRPERSON OF THE SEARCH COMMITTEE SHOULD SEND THE APPLICANT A LETTER THANKING THE PERSON FOR APPLYING AND ALSO STATING IN THE LETTER THAT A COPY OF THE 'AFFIRMATIVE ACTION DATA REQUEST FORM' (AADRF) IS ENCLOSED. THE LETTER SHOULD ENCOURAGE THE APPLICANT TO COMPLETE AND SEND THE AADRF DIRECTLY TO THE OFFICE OF COMPLIANCE PROGRAMS AS NOTED ON THE FORM. THIS IS, OF COURSE, VOLUNTARY ON THE PART OF THE APPLICANT. A BLANK COPY OF THE AADRF IS PROVIDED TO THE SEARCH COMMITTEE CHAIRPERSON IN 'ADDENDUM C.'" (<u>EOC</u>, item 7)

18) The completed applications are to be made available only to the Search Committee. The chair of the committee, in consultation with the Search Committee, will establish an agreed upon procedure for making the materials as readily available to the members as possible while at the same time protecting the confidentiality of the documents.

19) Committee members are to read and to assess all completed applications in light of the approved formal job description and in light of university and departmental policies and procedures. The chair of the Search Committee may provide a standard form for members to use for making notes while members review the applications, so as to further fairness and evenness in the evaluation process, though providing such a form is not required.

20) "The chairperson of the Search Committee should inform, in a timely manner, those applicants whom the committee has 'cut' (both incomplete and complete applications) from the pool. Although the chairperson should initiate communication with an applicant to inform the person of the receipt of the completed application, <u>it is the applicant's responsibility to send all required materials to the chairperson in a timely manner</u>." (<u>EOC</u>, item 7)

21) The DPC members are to read and assess all completed applications, unless the Search Committee has been constituted as indicated in 3) above, in which case the Supplanting Search Committee members are to read and assess all completed applications.

22) Everyone who is allowed by these procedures to read the applications is to be subject to the university policies and procedures regarding confidentiality. The only discussions concerning the applicants which are permissible are those held by the Search Committee or DPC members at official meetings which have been set in a timely fashion and for the express purpose of discussing applications. Search Committee members and/or DPC members are not permitted to discuss applications and/or candidates among themselves outside official meetings designated for such discussion.

23) The committee will meet to discuss the entire pool of candidates. The EEO/AA associate or the Compliance Officer is to be present "to inform the committee of the most recent availability data of 'protected' persons for the discipline or the area of expertise. Since cultural diversity in our workforce and in our student body is a university goal, it is very important for the committee to have an appropriate number of percentage of blacks (African Americans), women and other

protected persons in the pool. If the pool is not appropriate, it is <u>recommended</u> that the search be extended or reopened." (<u>EOC</u>, Addendum B "The Applicant Pool & the 'Short List'")

24) The committee will discuss the applicant pool and vote to reduce the pool to a short list of candidates, ideally of eight to ten candidates. "A quorum must be present and an abstention is counted as a 'negative' vote." (<u>EOC</u>, Addendum B "The Applicant Pool & the 'Short List'")

25) After the initial voting to create a short list, if there are applicants who came close to receiving a majority of votes but did not receive a majority of votes, any committee member can make a motion to add such an applicant to the short list. If the motion receives a second, the motion can be discussed and voted. If the motion receives a majority vote, the person being proposed for approval in the vote will be added to the short list.

26) "When the field of viable candidates has been narrowed to the top eight or ten, the chairperson of the Search Committee should telephone each candidate on the 'short list' and state at least three things: first, that the candidate is on the 'short list'; second, ascertain whether the candidate is still interested in the position opening; and third, if the candidate is still interested, inform the candidate that the committee will be calling <u>both</u> the indicated references and other professional references including the candidate's immediate supervisor. The immediate supervisor of the candidate should be contacted at this time or certainly before a decision is made to interview the applicant." (<u>EOC</u>, item 8)
It is university policy that for any candidate to be considered further, the candidate must give permission in writing (email will suffice) for the committee to contact both indicated and non-indicated references (the candidate's immediate supervisor must be contacted). If the candidate does not give this permission, the candidate is to be informed that by university policy further conversations cannot continue and the candidate will no longer be considered for the position. The candidate will also be asked for permission to allow the application materials to be viewed by all full-time tenured and non-tenured faculty. Permission must be granted in writing (email is acceptable). Upon receiving permission, the chair of the Search Committee can make the candidate's application available to full-time tenured and non-tenured faculty, being careful still to protect the confidentiality of the application. At this point, the chairperson of the Search Committee may also secure official transcripts of the viable candidates.

27) The chairperson of the Search Committee will oversee a system of involving all Search Committee members in making calls to indicated and non-indicated references of the remaining viable candidates. The calls are to be in compliance with the strategy provided in <u>EOC</u> Addendum E, "Caveats Re the Telephoning of References," (q.v. for a recommended strategy for a system of assigning calls to committee members). The <u>EOC</u> recommends calling two or three of the indicated references and at least two or three non-indicated references for each person on the short list.

28) It is advisable that the candidates on the short list be contacted by informal, collegial conversations at the MLA or another appropriate academic conference, if time and financial constraints make this possible. It must not be held as a demerit to any candidate's application if he or she cannot be interviewed in this manner.

29) The chair of the committee may arrange for the Search Committee to have a conference call with each candidate still on the short list at this point. The questions to be used in these telephone conferences must be the same for all candidates and are to be set by the Search Committee with careful attention to their agreement with the specifics of the job description. These questions should not be the same questions, however, as those set at step 12 above, which were formulated for use in on-campus interviews. This step is optional.

30) The committee will meet to discuss the results of the reference calls, collegial conversations and the telephone conference calls and to create an even shorter list of two or three candidates to invite to the campus for a formal interview.

31) It is recommended that prior to the on-campus interview, the chair of the Search Committee send each of the interviewees (external and internal) a packet of informational materials describing the department, the college and/or the university, (annual report, *Fact Book,* Faculty Handbook*, The Appalachian Scene*, etc.) and the region.

32) The Search Committee will plan the components of the campus visits so that all candidates have similar or the same types of exposure and opportunity for information gathering by the candidate and the faculty. The interviewees are to be informed if a lecture or presentation is required in the interview process and are to be given a schedule of meetings, activities, etc. for the interviewee.

33) Each candidate will be scheduled to have a meeting with the entire faculty, a meeting with the Search Committee as a whole, and with the DPC (unless the Search Committee has been constituted as in 3) above). In addition, every effort will be made to arrange small group meetings with on-campus interviewees and voting faculty

34) During the candidates' interviews with the Search Committee, the set of questions formulated at step 12 above is to be used. After each of the form questions has been presented and answered, additional "follow up" questions from any member may be asked. Each committee member is to keep copious notes from the interview. "It is highly recommended that the formal interview with the Search Committee be conducted as the last agenda item during the candidate's visit." (EOC, item 9)

35) The chair of the committee will arrange for each candidate to have a conference with the office of the Dean of the College of Arts and Sciences and with the Office of Academic Affairs during the on-campus interview, or a conference with a representative of both of those offices. In a timely manner, before each candidate's interview with the Dean, the chair of the Search Committee will provide the Dean's office with a copy of the candidate's application materials.

36) Following all on-campus interviews with candidates, the Search Committee will meet to make its recommendation to the DPC. The Faculty Handbook calls for making a recommendation of two or more qualified persons to fill the position (except in the case of special faculty appointments or when circumstances make only one candidate acceptable). The recommendation may or may not rank the two or more candidates, as the committee sees fit. If the committee considers that it can submit the name of only one candidate for approval, the committee should submit its rationale for submitting that candidate alone. The chairperson of the committee will submit to the Dean's office a separate and completed "E.P.A. Compliance Report" for each person recommended, along with supporting documentation. (EOC, item 10)

37) The DPC will receive the Search Committee's recommendation, discuss it, and make its recommendation to the Chair of the Department. The Director of the Office of Compliance Programs must be present at the first and last meetings of the Search Committee. The DPC cannot alter or eliminate the nominations made by the Search Committee, only certify that the candidates have met the requirements for the position advertised in the job description.

38) The Chair of the Department will forward the recommendation of the DPC to the Dean of the College of Arts and Sciences, along with the recommendation of the Chair of the Department. If the recommendation of the Chair of the Department is not in agreement with the recommendation received by the DPC, it is highly recommended that the Chair of the Department communicate to the DPC and the Search Committee the rationale behind the Chair's differing recommendation.

39) The Dean of the College of Arts and Sciences will submit the Dean's recommendation along with the Compliance Report to the Compliance Office and the Office of Academic Affairs.

40) After the Compliance Report and the Dean's Recommendation Form have been signed by the compliance officer and the Provost, the Provost can make an offer of employment.

41) "When a contract is to be issued, it is the responsibility of the chancellor, provost, or the appropriate vice chancellor to issue the contract and subsequently receive the signed contract and then to inform the other person(s) recommended that the position has been filled. It also is the subsequent responsibility of the applicable administrator to inform the chairperson of the Search Committee that one of the recommended persons has accepted the offer. (EOC, item 11)

42) The chairperson of the Search Committee will inform the other interviewees that the position has been filled. The chairperson will inform all committee members, as soon as possible, that one of the recommended persons has accepted the offer. (EOC, item 12)

43) The principle of confidentiality and university policy mandate that the person who is selected for the position is never to learn of the committee's ranking of him/her as an applicant, candidate, or nominee. (EOC, item 12).

44) When a Search Committee has submitted its recommendation to the DPC, it will have fulfilled its charge and is to be disbanded. Under extraordinary circumstances, the Search Committee may be subject to further service with respect to the search if so requested by the Chair of the department, the Dean, the Provost or the Executive Vice Chancellor. All documents relative to the search are to be submitted to the chair of the Search Committee (applications, ballots, notes by all members), who will deliver these to the Compliance Officer of the university to become the custodial property of the Office of Archive and Records which keeps them for four years and then destroys them. At the last meeting of the Search Committee these documents are to be submitted, boxed, sealed, dated and delivered by the chairperson to the Office of Compliance Programs. (EOC, item 13)

Appendix D
Department of Foreign Languages and Literatures

GUIDELINES FOR REAPPOINTMENT, PROMOTION AND TENURE

Approved by the DFLL Faculty on 14 February 2008

1. INTRODUCTION

A. General Statement

Faculty members of all ranks are expected to demonstrate excellence in the classroom; to keep abreast of developments in the subject matter and pedagogy of their respective teaching areas; to engage in scholarship, and to participate in the maintenance and advancement of the missions of the Department, College, University and the profession through service in accordance with the *Faculty Handbook* (cf section III on Faculty Personnel Policies and Tenure Regulations of Appalachian State University).

B. Reappointment, Promotion and Tenure

1. Candidates for reappointment, promotion and/or tenure will exhibit appropriate professional competence in accordance with the *Faculty Handbook* (cf sections 3.4.2.4, 3.4.2.5, 3.4.2.6. 3.4.2.7).

2. Each faculty member applying for reappointment will be reviewed by the Chair and the DPC. No faculty member, regardless of rank, will be reappointed without demonstrating excellence in teaching or potential for further contributions beyond work already completed. In the case of tenure track faculty, a substantial indication of progress toward meeting the tenure criteria in the areas of teaching, scholarship, and service must be demonstrated.

In judging each candidate for reappointment, promotion and/or tenure, the Chair and the DPC will evaluate the quality of the candidate's record in teaching, scholarship, and service. Excellence in teaching and continued competence in the remaining two areas are required for promotion and tenure. In all instances, the Chair and/or the DPC will seek to
determine above all that high standards of professional performance are being met. It must be recognized that, in the Department of Foreign Languages and Literatures, some faculty members are primarily engaged in language instruction, others in teaching and research in literature, linguistics, or other aspects of the relevant discipline. The nature of teaching, and particularly, of scholarship and service among faculty members will thus vary. Care and reasonable flexibility must be exercised in evaluating candidates with varied commitments and responsibilities, but evaluations must be based on concrete evidence.

It must also be recognized that in considering candidates for reappointment, promotion and/or tenure, the needs and requirements of the Department, the College, and the University must be met, in accordance with the Faculty Manual.

C. Right to Withdraw

It is the right of the candidate under evaluation to withdraw from further consideration at any time.

D. Supporting Materials

A candidate being evaluated for reappointment, promotion and/or tenure is responsible for assembling and submitting to the Chair any and all materials which he/she considers pertinent to support his/her request for reappointment, promotion and/or tenure. The Chair and/or the DPC may request that additional materials be submitted, in which case it would be the responsibility of the candidate being evaluated to see that the materials reach the Chair and/or the DPC in a timely fashion.

The materials submitted to the DPC consist of a current and complete portfolio in a single three-ring binder or expandable folder, and any other material that the candidate considers pertinent and useful. In addition to a letter of application for the respective action sought (reappointment, tenure, promotion), the portfolio will contain:

I. General
   Updated CV
   One-page CV (for promotion or tenure)
   Current Annual Report

II. Teaching (Evidence of teaching effectiveness as described in categories 1-11 of II.C. including but not limited to the following)
   List of classes taught including teaching philosophy
   Copies of syllabi for all courses taught
   Copies of student evaluations and relevant student work
   Documentation of teaching nominations and awards
   Copies of evaluations (peer reviews, reviews of teaching, observations, etc.)
   Statement about future teaching goals and improvements
   Documentation of active grant-writing
   Documentation of professional development (e.g. workshops, etc.)
   Documentation of international teaching

III. Scholarship (Evidence of scholarship as described in III.C. including but not limited to the following)
   Copy of programs and/or papers read in professional conferences (other presentations, etc.)
   Evidence of participation in professional conferences and professional workshops
   Copies of publications: (books, articles, reviews, translations, multimedia productions, etc.)
   Statement about current projects in progress and future research goals
   Documentation of active grant-writing
   Documentation of international scholarship

IV. Service (Evidence of service as described in IV.C. including but not limited to the following)

   Documentation of active contributions in committee work (department, college, university, regional, national, international)
   Documentation of active service to the profession (consulting, editorial service, membership on boards, etc.)
   Statement about future service goals

Documentation of active grant-writing
Documentation of international service

II. THE TEACHING COMPONENT

A. General Statement

All tenured, tenure-track, and non-tenured faculty are expected to be effective in their teaching. An effective teacher is one who, in a professional and responsible way, keeps abreast of developments in his/her teaching area; prepares for the courses assigned; manages the learning situation effectively so as to challenge students intellectually at all levels; demonstrates excellence in the area of instruction and actively applies current pedagogy, including technology; fosters an attitude of appreciation for diversity; and is available to students in ways that complement classroom teaching.

B. Standards

To be recommended for reappointment, or promotion and/or tenure, the candidate should have demonstrated excellence as a teacher at all levels, and potential for further contributions in the appropriate area of responsibility.

C. Criteria

The standard teaching load for tenure-track faculty in the department of Foreign Languages and Literatures is a 3-3 load, and teaching evaluations are expected to be consistently close to the departmental average. Duties that show above average commitment to teaching might include teaching an uncompensated overload for one or more semesters, chairing one or more MA thesis/exam/Product of Learning committees, or developing and teaching an innovative new course. For tenure-track faculty, this might also include exceptional advising duties, such as advising an above-average number of students, or recognized excellence in advising (such as the College advisors award).
Indications of an exceptional commitment to teaching might include winning a regional or national teaching award, or undertaking two or more "above average" activities (e.g. teaching an overload and developing/teaching a new course).

For consideration with respect to reappointment, tenure and promotion, faculty are expected to do (or include much of) the following :

1. maintain a current and complete portfolio as specified in I.D, and including the development of clear, carefully written course syllabi.

2. include evaluations, with justification, made by other faculty members who have worked with the candidate, specifically those who can judge the candidates by having taught courses prerequisite to their own, and including evaluations conducted by external reviewers.

3. offer students' comments that are appropriately documented and accompanied by interpretive information.

4. provide, where applicable, evidence of workshop development sponsored by professional organizations resulting in improved teaching methods.

5. provide, where applicable, evidence of successful new course development, or course revision, that helps students become more proficient in the subject matter.

6. show evidence of effective academic advising regarding course work, program choices, and career planning.

7. demonstrate participation in significant self-development activities leading to improvement in instructional effectiveness.

8. demonstrate evidence of leadership in the development of programs and study abroad opportunities which contribute to the multicultural focus of the University's mission.

9. demonstrate knowledge of various current and emerging technologies and demonstrated evidence of effective use of these tools in teaching and in personal professional growth.

10. offer evidence of the procurement of grants and the successful completion of projects for which external funding has been given, notably, projects which significantly enhance educational and pedagogical programs.

11. provide any other information which the candidate may wish to submit to the DPC.

See appendix A for suggested accomplishments deemed deserving of merit in teaching in the department according to the department's merit document of 24 April 2007.

III. THE SCHOLARSHIP COMPONENT

A. General Statement
Scholarship is an essential activity of the Department. Given the diverse interests and responsibilities of members of the Department, the type and results of this activity may vary. Some scholarship may emphasize the generation or reinterpretation of knowledge, or may introduce new approaches, while other scholarship may emphasize pedagogical concerns, such as writing textbooks or developing and disseminating new teaching approaches. Still other scholarship could consist of such activities as translating significant and recognized academic or creative work, editing scholarly journals, compiling bibliographies, publishing in refereed electronic resources, and making presentations or conducting workshops at professional meetings.

B. Standards

To be recommended for reappointment, promotion and/or tenure from Assistant Professor to Associate Professor, the candidate should have contributed substantially to scholarship in the field such as publishing a minimum of two articles or reviews in peer-reviewed publications. The candidate is expected to show promise of continuing contributions.

To be recommended for reappointment, promotion and/or tenure from Associate Professor to Professor, the candidate should document a significant record of ongoing scholarly contributions. These

contributions should show continued productivity beyond the work considered for the candidate's initial promotion to Associate Professor. In addition, the candidate is expected to have achieved recognition from the community of scholars in his or her field.

C. Criteria

In evaluating scholarly achievement, the Department should consider both its quality and quantity, but place special emphasis on verifiable quality. In cases of promotion and tenure, where a work in progress is a crucial element in the decision, the candidate will submit a copy of a book contract from the publisher or a letter from a peer-reviewed journal indicating that the article has been accepted for publication.

A point of reference for tenure-track faculty with a 3-3 load is the university-defined benchmark of 2 peer-reviewed published articles each 3 years (cf. CAS Guidelines for Reassigned Time). Ongoing projects should be taken into consideration, since a project such as a book may take many years of preparation[4]. Above average activity for tenure-track faculty would typically include at least one published work in a 3-year period, as well as evidence of ongoing research and professional development. Other activities indicating above average research activity might include receiving a research grant or a university award for outstanding research. Exceptional scholarship could be a book published and/or 2 or more peer-reviewed articles published in a 3-year period, in addition to professional development activities and participation in professional organizations. This could also include receiving a competitive national-level grant.

In all cases, the DPC will ascertain whether the scholarly accomplishments of the candidate make a significant contribution to the field and show promise of further significant scholarship. Such evidence may be obtained in the following manners:

1. Publications
The DPC will examine the work assembled by the candidate. The type and scope of each publication will be carefully considered. Publications may include:

a. Books, monographs and comprehensive works (journal articles, chapters in edited volumes, etc.) based on original research will be accorded special importance as evidence of scholarly achievement and development.

b. Textbooks, readers, anthologies of texts, and publications which are conceived primarily for foreign language instruction, will be judged scholarly works when they are deemed as making a significant contribution to the field of foreign language pedagogy.

c. Translations and creative work will be evaluated in the light of such criteria as originality, significance, and pertinence to the academic mission of the Department.

d. Reviews of scholarly works written for professional journals will be recognized as scholarship. Account will be taken of the type and quality of the scholarly journal in which such reviews appear.

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[4] Alternative forms of publication and research, such as media productions (CDs, videos) and online publications (websites, online journals) should also be taken into consideration.

2. Other Scholarly Activities may include the following:

a. Recognition will be given for scholarly activity at international, national, and regional professional meetings. Papers, formal participation in symposia, official commentaries as discussant of the papers of others, and organization of scholarly meetings will be considered evidence of scholarly activity.

b. Consideration will be given to scholarly prizes, awards, grants, or fellowships as well as to invitations to deliver public lectures or to teach at other universities.

c. Electronic forms of publishing will be recognized as scholarly activity, to the extent that those materials have been subject to peer review. Since there is currently no recognized standard for evaluating the quality of non-reviewed materials published on-line, it will be the DPC's responsibility to assess this.

d. Any other evidence which the candidate or the Chair and/or the DPC believes pertinent to the candidate's development as a scholar will also be considered. However, the primary criterion of scholarly activity remains peer-reviewed publication.

See appendix B for suggested accomplishments deemed deserving of merit in scholarship in the department according to the department's merit document of 24 April 2007.

IV. THE SERVICE COMPONENT

A. General Statement

Service is an essential component of faculty performance, as it involves the application of of professional expertise in making contributions to the Department, College, University, community, and the profession at large. For the purposes of this document, service can be defined as coordination of, contribution to, and/or collaboration with organisms, from the departmental to international, whose missions include the development, implementation, promotion, governance, and assessment of professional activity, broadly conceived.[5]

Service is a melding of attitude and activity; it reflects the candidate's sense of collegial teamwork, a willingness to participate in faculty governance, and to share scholarship in a manner that enhances personal, academic, and professional life. However, service alone is not sufficient to satisfy professional expectations for promotion and/or tenure.

B. Standards

To be recommended for reappointment, promotion and/or tenure from Assistant Professor to Associate Professor, the candidate should have contributed substantially to the Department and/or College or University through service, and have demonstrated ability and willingness to render a similar level of service to the profession at large, with potential for further contributions.

To be eligible for reappointment, promotion and/or tenure from Associate Professor to Professor, the

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[5] See p. 2 of DFLL Merit document (approved 24 April 2007) for this definition of service.

candidate should have rendered significant service to the Department and/or the College or the University and to the profession at large, with potential for further contributions.

C. Criteria

Service contributions considered above average might include chairing one or more departmental committees with a heavy workload in a given year (i.e. searches or policy revisions), coordination duties with no course release, establishing and leading a new study abroad program, serving on the board or in an official position for regional or smaller national organizations, and serving on the editorial board of a professional journal.

Activities indicating exceptional service might include the preparation of substantial documents or reports for the department or university, serving on the board or in an official position for one or more large national organizations, or serving as editor in chief for a professional journal.

Service that

Types of service may be classified as follows:

1. Departmental Service

Service to the department may take many forms, including: work on Departmental committees including serving as chair of committees; curriculum development; directing programs; serving as an academic advisor, thesis advisor or undergraduate/graduate advisor, language coordinator, or advising individual students or groups of students in areas that are related to the mission of the Department.

2. College and University Service

Service to the College and the University may include activities such as the following: membership on a university task force or committee, chair of university committee, involvement in university community outreach, leadership of study abroad programs
Service to the College and the University should be evaluated according to the same principles as service to the Department.

3. Service to the Profession At Large

Service to the profession at large may include service in state, regional, and national professional organizations in the individual's academic field, as office-holder, as member of committees, or responsibility in conference organizing; work on editorial boards and as referee for scholarly journals; service as referee for faculty members under review at other universities.

4. Service to the Community

The basic principle should be that such service be in support of the academic mission of the Department. Service to the community (either the university community or the local community) might include: service on the board for international/national/state organizations, a state or regional service award,

organization sponsorship/advisement, service on the board for local organizations, a local service award, local community outreach, university community outreach

5. Other Service

Any other information which the candidate or the DPC believes pertinent to the candidate's service should be considered.

See appendix C for suggested accomplishments deemed deserving of merit in service in the department according to the department's merit document of 24 April 2007.

Appendix A:
Accomplishments indicating merit in teaching

Strong student evaluations (at or above departmental average)
National or State teaching award
Strong peer review
University teaching award
Teaching overload
New course development
Nomination for teaching award
Academic advisement
Normal teaching load

Appendix B
Accomplishments deserving merit in scholarship

Creative products (e.g., plays, poems, films, recordings, computer software)
Single-authored, peer-reviewed books/creative production/
Single-authored, peer-reviewed articles/creative productions
Editor of a first-tier publication
Funded grant proposal to an external agency
Grant proposal submitted to an external agency that is unfunded but that received a high priority score
Major international/national award for book/creative production
Co-authored, peer-reviewed articles/creative productions
Co-authored books/creative production
Edited books
International professional conference paper/creative production
Editor of a second-tier publication
Editor of an online journal
Recipient of internal grant
Single-authored, non-peer-reviewed articles
State and Regional awards for book and creative production
National professional conference/creative production
Book/article reviews
Publications co-authored with students
Co-authored non-peer-reviewed article/creative production
Local professional conference paper/creative production
Documented research or writing in progress
Professional workshop presentation
Conference panel organizer/chair
Submission of grant proposal
Faculty development activities

Appendix C:
Accomplishments indicating merit in service

International/National Task force
Creating international opportunities for the university
International/National Service award
University/State/Regional Task force
Chair of University/Department committee
Leadership of study abroad programs
Serving on the board for international/national/State organizations
State/Regional Service award
Department Task Force/ Committee
Organization sponsorship/advisement
Member of University committee
Active participation in departmental work committees
Serving on the board for local organizations
Local Service award
Local community outreach
University community outreach