Department of Modern and Classical Language Studies

Faculty Handbook

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1. MATTERS OF DEPARTMENT GOVERNANCE AND RELATED PROCEDURES

A. ORGANIZATION OF THE DEPARTMENT

1. THE FACULTY

The terms *"Faculty," "members of the Faculty,"* and *"Faculty members"* used in the tenure-track Collective Bargaining Agreement (hereinafter "CBA") are defined as tenured or tenure-track, full-time faculty of academic rank. For the purposes of this handbook, full time non tenure track faculty members are to be included in this definition except where otherwise stated.

B. ADMINISTRATION OF THE DEPARTMENT

1. DEPARTMENT CHAIRPERSON

The Department Chair (hereinafter "Chair") is the chief administrative officer of the Department (see Appendix B of this Handbook) and reports directly to and is accountable to the Dean of the College (hereinafter "Dean"). The Chair is responsible for recording, maintaining, and implementing the policies and procedures stated in this Handbook through regular and thorough consultation with the Department faculty and the Department's various committees as provided in the CBA.

The Chair is an *ex officio*, non-voting member of all Department committees, and may make appointments as necessary and permitted in this handbook to Department committees and to the various administrative and service positions in the Department.

The selection, review, and reappointment of the Chair is the responsibility of the Dean, who consults with the Department faculty on such matters. Procedures for the selection, review, and reappointment of the Chair are included in the applicable CBA.

2. ASSISTANT TO THE CHAIRPERSON

The Assistant to the Chair is appointed by the Chair after consultation with the Faculty Advisory Committee (hereinafter "FAC"). The term of service is established by the Chair in consultation with the FAC, but may be terminated by the Chair, in his/her sole discretion. The duties and responsibilities of the Assistant to the Chair are determined by the Chairperson in consultation with the FAC. The duties shall be specified in a departmental operating procedures document and referenced in the description of workload equivalents (see Section 2. A., Faculty Workload and Workload Equivalents) contained in this handbook. The Assistant to the Chair has the right to resign from office at any point. In case of temporary absence (sabbatical, research leave, etc.), the Chair designates an Interim Assistant to the Chairperson in consultation with the FAC.

3. GRADUATE COORDINATOR

The Graduate Coordinator is appointed by the Chair after consultation with the Graduate Faculty and the FAC. The Graduate Coordinator must be a full member of the Graduate Faculty holding the rank of Associate Professor or Professor. The term of service is established by the Chair in consultation with the FAC, but may be terminated by the Chair, in his/her sole discretion. The Graduate Coordinator chairs the Graduate Studies Committee and oversees the operation and development of the Department's graduate programs. The specific duties and

responsibilities of the Graduate Coordinator are determined by the Chairperson in consultation with the Graduate Faculty and FAC. The duties shall be specified in a departmental operating procedures document and referenced in the description of workload equivalents (see Section 2. A., Faculty Workload and Workload Equivalents) contained in this handbook. The Graduate Coordinator has the right to resign from office at any point. In case of temporary absence (sabbatical, research leave, etc.), the Chair may designate an Interim Graduate Coordinator in consultation with the FAC.

4. UNDERGRADUATE COORDINATOR

The Undergraduate Coordinator is appointed by the Chair after consultation with the FAC. The term of service is established by the Chair in consultation with the FAC, but may be terminated by the Chair, in his/her sole discretion. The Undergraduate Coordinator is responsible for recruitment, advising, and data tracking for the Department's Baccalaureate and minor programs. The specific duties and responsibilities of the Undergraduate Coordinator are determined by the Chairperson in consultation with the FAC. The duties shall be specified in a departmental operating procedures document and referenced in the description of workload equivalents (see Section 2. A., Faculty Workload and Workload Equivalents) contained in this handbook. The Undergraduate Coordinator has the right to resign from office at any point. In case of temporary absence (sabbatical, research leave, etc.), the Chair may designate an Interim Undergraduate Coordinator in consultation with the FAC.

5. ADDITIONAL ADMINISTRATIVE APPOINTMENTS

Appointments to other departmental administrative positions are made by the Chair after consultation with the FAC. Appointments will be dependent upon the specific requirements of the position and an individual's qualifications for the position. Duties and terms of office shall be specified by the Chair and FAC in a departmental operating procedures document. If a workload equivalent is to be associated with the appointment, the position must also be referenced in the description of workload equivalents (see Section 2. A., Faculty Workload and Workload Equivalents) contained in this handbook.

6. NON-ACADEMIC STAFF

The Department's non-academic staff includes all classified and unclassified staff positions within the Department including secretarial staff and IT support staff. Each position has specific duties as defined in the applicable position description.

C. STANDING DEPARTMENTAL COMMITTEES

All Department committees are advisory and recommendatory to the Chair. The membership, structure, and function of some of the Department's committees are governed by University, Administrative, and Operational Policies and the applicable CBA. The Chair may establish other departmental standing and ad hoc committees in consultation with the FAC. The Chair will welcome requests from faculty members for positions on appointed committees. The Chair, when making appointments to Department committees, will be mindful of the diversity of disciplines within the Department and will consider the expertise and interests necessary for the effective functioning of specific committees.

Except for the Student Academic Complaint Committee (see Section 1. C. 5.), voting members of standing Departmental committees are determined by elections held each spring semester. Functional unit representatives are selected by Kent Campus Faculty; Regional Campuses representatives are selected by Regional Campuses Faculty; full-time non-tenure-track representatives are selected by and from Kent and Regional Campuses non-

tenure-track Faculty. The selection process for student representatives is determined by those committees having student representatives. The term of office for newly elected members shall commence with the conclusion of the spring semester. Unless otherwise indicated due to specific situations (e.g., personnel actions by the FAC), meetings of all committees are open to all members of the Department faculty; accordingly, announcements of and agendas for such meetings will be posted on the bulletin board in the Department office.

1. FACULTY ADVISORY COMMITTEE (FAC)

The FAC is structured and operates as described in the CBA. The FAC is elected directly by the full-time Faculty of the Department as defined in Section 1. A. 1., The Faculty, above. The FAC elects one (1) member to act as the Department representative to the College Advisory Committee (hereinafter "CAC"). The FAC, in concert with the Chairperson, may study any matter relevant to the Department's interests and operations. In its advisory and recommendatory role, it will endeavor to assist the Chairperson to identify problems, seek suggestions, reconcile opinions, search for solutions, and keep the Department as a whole informed about Departmental matters.

Each spring term the FAC shall review all full-time tenure-track Department faculty members below the rank of Full Professor and nominate candidates for promotion.

A. MEMBERSHIP

The Department Chairperson shall be an *ex officio* non-voting member of the FAC and shall call and preside at FAC meetings. The Assistant to the Chairperson, the Graduate Coordinator, and the Undergraduate Coordinator are *ex officio* non-voting members of the FAC. These faculty members are, however, eligible to stand for election to the Committee.

The Faculty Advisory Council utilizes a "senatorial" model where each of the three functional units has an equal number of representatives. This model stresses equity among the units and serves to promote consensus-building and collaborative governance. The FAC shall consist of up to 14 voting members elected from the Faculty each spring for a term of at least one semester but no more than one academic year. The committee will be constituted so as to reflect the organization of the Department, namely four members from each functional unit, one member from the Regional Campuses, and one member from the Full-Time Non-Tenure-Track Faculty. The four representatives from the literature/culture/language unit each represent one of that unit's constituent sub-units, (1) the B.A. in Classics, M.A. in Latin; (2) the B.A. in French, M.A. in French; (3) the B.A. in German, M.A. in German, and B.A. in Russian; and (4) the B.A. in Spanish and M.A. in Spanish. Each of the functional units (or, in the case of the literature/culture/language unit, the sub-units) shall convene during the spring semester to conduct elections to the FAC and shall inform the Department Chairperson by memorandum of the name of the respective representatives and alternate representatives. The contingent of representatives elected to the FAC should reflect the unit's internal governance structure. The alternate representative shall attend meetings when the representative cannot. In the event a functional unit cannot elect a full slate of four candidates to the FAC, the Chair will be informed in writing.

B. MEETINGS

The FAC shall meet at least twice per semester. The Department Chairperson sends a FAC agenda to all committee members and shall circulate a copy for Departmental information. Additional meetings may be called by the Department Chairperson. A meeting of outgoing and incoming members shall be held in May. The Chairperson shall take into consideration requests of any member of the FAC for a meeting and shall call a meeting if at least half of the members of the FAC request that a meeting be called.

The FAC will normally be consulted as to the agenda for Department meetings, and will have the opportunity to make recommendations for the agenda by submitting a written request with an outline of the suggested topic to the Department Chairperson or any member of the FAC. Minutes of all meetings shall be distributed to Faculty. Department members may request an appearance before the FAC on any issue.

2. CURRICULUM COMMITTEE

The CC assists the Chair in supervising and coordinating the Department's curricular programs. The CC makes recommendations on any and all matters which affect the academic programs of the Department including but not limited to faculty proposals for new courses, changes in course content, major requirements, and other curricular matters. The CC shall elect one (1) member with full graduate faculty status to serve on the College Curriculum Committee. If no member of the CC has full graduate faculty status, the candidate with full graduate faculty status who had the next highest vote total in the election of the CC will serve as an additional CC member and as the Department's representative to the College Curriculum Committee. The Committee makes recommendations on all proposals related to courses, curricula, and programs in the Department. Proposals to establish, revise, or abandon courses, programs, or requirements originate with the functional units or sub-units; proposals at the graduate level must be approved by the Graduate Studies Committee prior to Curriculum Committee action. Upon approval, the Committee transmits curricular proposals to the Associate Dean for Curriculum. The Committee maintains consistent overall educational standards in accord with the mission of the Department. The Committee coordinates the work of the units with respect to catalog copy, advising material, major/minor sheets, etc.

A. MEMBERSHIP

The Curriculum Committee consists of nine members: four faculty members from the Literature/Culture/Language functional unit representing that group's four sub-units, two from the translation functional unit, two from the pedagogy functional unit; one from the Regional Campuses; one from the NTT faculty; and one voting graduate student member. All members are elected each spring for a term of one academic year. Each of the represented groups shall convene during the spring semester to conduct elections to the Curriculum Committee and shall inform the Department Chairperson by memorandum of the name of the respective representative and alternate representative. The alternate representative shall attend meetings when the representative cannot. The student representative shall be selected by the graduate students in the Department and have full voting membership rights.

The Committee chair shall be the Assistant to the Chair or another faculty member elected by the Committee. The Committee chair shall provide members with an agenda for each meeting and circulate a copy for Departmental information. The Assistant to the Chair, Graduate Coordinator, and Undergraduate Coordinator shall be ex officio non-voting members of the Curriculum Committee. These faculty members may, however, stand for election to the Committee.

B. MEETINGS

The Curriculum Committee shall meet regularly during the academic year and at least once per semester. Additional meetings may be called by the Committee Chairperson. The Chairperson shall take into consideration requests of any committee member for a meeting and shall call a meeting when at least half of the members of the Curriculum Committee request that a meeting be called. The Committee shall elect its own secretary for the purpose of taking minutes of each meeting. These minutes will be distributed to all Committee members; a copy of the approved minutes will be circulated in the Department for information purposes.

3. GRADUATE STUDIES COMMITTEE

A. MEMBERSHIP

The Graduate Studies Committee consists of eight full-time faculty members of the Department with regular associate or full graduate faculty status elected at large and the Graduate Coordinator, as an ex officio member. One graduate student with full voting rights in all matters except those involving personnel will be selected by the graduate students in the Department.

B. RESPONSIBILITIES AND FUNCTIONS

The Graduate Studies Committee examines graduate courses and course proposals, curricula, and programs in the Department with a view to creating and maintaining consistent overall educational standards.

The Committee formulates policy for both the on-site and online programs with respect to student recruitment and marketing, graduate degree requirements, graduate admissions and conditional admissions, graduate student advising, evaluation of graduate student progress, requirements for good standing in the graduate program, dismissals, and the grading system in graduate courses, subject to review by the FAC before the end of the semester in which such policy is formulated. Policy will take effect unless the FAC notifies Graduate Studies of its objections. All Department committees are advisory and recommendatory to the Chair.

The Committee reviews proposals for changes in graduate curricula and programs, and transmits approved changes to the Department Curriculum Committee.

The Committee ensures that students are exposed to the research and scholarly opportunities available.

The Committee periodically reviews and prepares, as required, updated descriptions of graduate programs, courses, and outcomes for the Graduate Catalog.

The Committee provides graduate program outcomes assessment data to the Chair in a timely fashion for inclusion in the Department's annual outcomes assessment reports.

The Committee recruits, evaluates, and recommends new applicants for admission to the graduate program in consultation with the appropriate Programs; evaluates and recommends newly admitted and continuing students for graduate assistantships and fellowships in the context of the Department budget in consultation with the appropriate Programs; ensures that new graduate students make an efficient academic transition to the graduate program at Kent State University; provides guidance to graduate students; and certifies to the Department Chairperson the completion of the graduate degree requirements by each candidate for a graduate degree.

The Committee also recommends effective means of evaluating and documenting the teaching and other duties of each graduate assistant or doctoral fellow in consultation with the Graduate Studies Coordinator and/or the appropriate language coordinator. In addition, the Committee reviews and evaluates each graduate student with respect to academic and non-academic standing and nominates students for departmental honors and awards.

C. MEETINGS

The Graduate Coordinator calls and chairs meetings of the Graduate Studies Committee. The Graduate Studies Committee shall meet regularly during the academic year and at least once per semester. The Graduate Coordinator shall take into consideration requests of any member for a meeting and shall call a meeting when at least half the members request that a meeting be called.

The Committee shall elect its own secretary for the purpose of summarizing the discussion and transactions of each meeting. A copy of these summaries shall be distributed to the Degree Program Unit Coordinators, the Departmental Chairperson, and the Assistant to the Chair.

4. GRADUATE FACULTY COMMITTEE

A. MEMBERSHIP

The Graduate Coordinator calls and chairs meetings of the Graduate Faculty Committee. The Graduate Faculty Committee shall be a committee of the whole, consisting of all Faculty members of the Department with full graduate faculty status.

B. RESPONSIBILITIES AND FUNCTIONS

The primary responsibility of the Graduate Faculty Committee is to review Graduate Faculty applications and recommend Departmental faculty for graduate faculty status in accordance with the procedures and criteria of the College Graduate Council and the Department (see Section 5. C. 2. I. and Appendix A).

C. MEETINGS

The Graduate Faculty Committee convenes during the academic year when required to review Graduate Faculty applications. At the discretion of the Graduate coordinator, the business of the committee may be conducted by email.

5. STUDENT ACADEMIC COMPLAINT COMMITTEE

The Student Academic Complaint Committee is composed of at least three faculty members and at least one student appointed by the FAC. The FAC, or any other standing committee of the department determined by the FAC, with the addition of at least one student, may also function as the SACC. The Chair of the SACC is elected by the SACC at the beginning of each academic year. The policies and procedures of this committee are governed by University Policy 4-02.3. The policy provides for only one SACC in each department.

In the event that a member of the Student Academic Complaint Committee is the subject of or may otherwise be involved with a student complaint, the FAC will select a replacement from the full-time tenured and tenure-track faculty. If the Chair of the SACC is the subject of or may otherwise be involved with a student complaint, the Chair will appoint a member of the Student Academic Complaint Committee to chair the committee and the FAC will appoint an additional member to the committee from the full-time tenured and tenure-track faculty.

6. REAPPOINTMENT, TENURE, AND PROMOTION COMMITTEE

The policies and procedures which govern the Department's Ad Hoc Reappointment, Tenure, and Promotion (RTP) Committee are included in University Policy. Procedural and operational guidelines for this committee are provided annually by the Office of the Provost. This committee reviews materials relevant to the professional performance of faculty who are candidates for reappointment, tenure, or promotion in rank, and to make recommendations to the Chair on each of these personnel decisions. The recommendations of this committee and the Chair, together with the materials assembled for the committees, are forwarded to the Dean of the College.

7. OTHER DEPARTMENTAL COMMITTEES

The Chair may establish, charge, and appoint the membership of additional departmental standing or ad hoc committees as required by the Department. In establishing departmental committees, naming members, and designating a committee chair, the Chair shall consult with the FAC. The Chair will welcome requests and preferences from the faculty before establishing and making appointments to departmental committees.

D. INTERNAL ORGANIZATION OF THE DEPARTMENT

For governance purposes, the Faculty is organized into three functional units associated with its degree programs. These units are the Literature/Culture/Language Unit, the Pedagogy Unit, and the Translation Unit. In addition, standing committees have been established to conduct the business of the Department. As a matter of principle, all meetings of all groups in the Department, except for meetings dealing with personnel matters, are open. Accordingly, all meetings are to be listed on the calendar in the Department office and notice posted on the Department bulletin board.

1. FUNCTIONAL UNITS AND DEGREE PROGRAMS

The Department of Modern and Classical Language Studies offers a wide range of degree programs and degree program specializations:

1.   B.A. in American Sign Language;

2.   B.A. in Classics, M.A. in Latin;

3.   B.A. in French, M.A. in French;

4.   B.A. in German, M.A. in German, B.A. in Russian;

5.   B.A. in Spanish, M.A. in Spanish;

6.   Teacher licensure in American Sign Language, French, German, Latin, and Spanish;

7.   M.A. in French, German, and Spanish with Pedagogy concentration;

8.   B.S. in Translation;

9.   M.A. in Translation and Ph.D. in Translation Studies.

For purposes of governance:

1. The B.A. in Classics, M.A. in Latin, B.A. in French, M.A. in French, B.A. in German, MA in German, B.A. in Russian, B.A. in Spanish, and M.A. in Spanish degree programs will comprise the Literature/Culture/Language functional unit. This functional unit is further divided into four sub-units: Classics/Latin, French, German/Russian, and Spanish.

2. The B.A. in American Sign Language and teacher licensure programs in American Sign Language, French, German, Latin, Russian and Spanish as well as the M.A. in French, German, and Spanish with Pedagogy specializations will comprise the Pedagogy functional unit;

3. The B.S. and M.A. programs in Translation and the Ph.D. program in Translation Studies will comprise the Translation functional unit.

Each of these functional units is responsible for the development and maintenance of its major and minor program(s), including responsibility for advising. Programmatic revisions in one unit that involve or impact other units must include appropriate consultation, discussion, and communication.

Each functional unit has the right to develop an internal structure (for instance, language sub-units) to best serve its governance needs and to ensure equitable representation of disciplinary units on the FAC and other committees.

2. FUNCTIONAL UNITS: COORDINATORS AND COMMITTEES

There are three functional units in the Department, associated with the department's degree programs as enumerated above. The pedagogy and the translation units are each headed by a coordinator and each unit elects its FAC representatives from its membership. In the case of the Literature/Culture/Language functional unit, for the purposes of governance, the elected FAC representative of each sub-unit (as defined above in Section 1. D. 1.) will act as a sub-unit coordinator. The Literature Culture/Language functional unit may also choose to select a functional unit coordinator when deemed necessary by members of the sub-units but whose role is primarily as a convener of functional unit's members.

A. MEMBERSHIP

All Faculty members are automatically members of the functional unit associated with the degree programs(s) they were hired into or whose courses they are primarily assigned to teach. A faculty member may petition to be considered a member of another functional unit by declaring his/her intention to the Department Chairperson. Approval of a change of affiliation is subject to review by the FAC and acceptance by the petitioned unit. Under the open meetings law, all full-time Faculty will receive timely notification of and have opportunity to attend and participate in all meetings of all functional units and to review minutes of those meetings. Only those formally assigned to the unit may vote at unit meetings.

B. MEETINGS

The unit coordinator (or his/her delegates) will call or caused to be called at least one regular meeting of the full unit (or in cases where there is an internal governance structure, sub-units) each semester and post notice of the scheduled meeting on the Department bulletin board. Additional meetings may be called with at least one week's notice. The coordinator or his/her delegates shall take into consideration the request of any member of the Unit for a meeting, and shall call a meeting if at least one half of the members of the Unit request that a meeting be called. The coordinator will distribute a summary of the discussion and transactions of each meeting to the Department Chairperson, the Assistant to the Chair, the other unit coordinators, and the Graduate Coordinator.

E. RECRUITING FACULTY

The Department supports the goals of equal opportunity and affirmative action in recruiting and in making appointments to the faculty. Search Committees are appointed by the Chair and after consultation with the FAC and faculty members in the specific area or discipline conduct the search for candidates. Search committees may include a student member selected by the faculty members serving on the search committee. Following the search, the search committee recommends to the Chair that two (2) or three (3) candidates be invited to campus for an interview. The search committee may recommend its choice of candidates to the Chair. Committee

recommendations are advisory to the Chair, who then makes a recommendation to the Dean. If the Dean concurs with the Chair, a recommendation is forwarded to the Office of the Provost. If the Chair's recommendation is different than that of the search committee and the faculty, the Chair shall inform the Dean of all recommendations and the reasons for the disagreement.

In consultation with the FAC, the Department Chairperson will establish need for any additional tenure-track and non-tenure-track faculty and draft a description of the position to be filled. The Chairperson will seek authorization from the Dean to fill the position; upon obtaining authorization, the Chairperson will immediately advertise the position nationally in forums such as the *MLA Job List* and the *APA Positions for Classicists*. The FAC will designate an *ad hoc* Search Committee which will work in close collaboration with the Departmental Chairperson and the FAC. The Search Committee will establish more specific procedures suited to the position and the candidates, if need be. If possible, the Chairperson and (an) appropriate delegate(s) will conduct preliminary interviews at national professional meetings such as the MLA and APA Conventions.

Evaluation of dossiers and interviewees will focus on the characteristics directly related to matters specified in the position description. This evaluation will result in a list of finalists who will be invited to campus to teach a class appropriate to the position, present a colloquium, and participate in a formal interview with the Search Committee and other University representatives and officials. Following the interviews, the Search Committee will make its recommendation to the Department Chairperson. The Chairperson will forward this recommendation to the Dean. If, however, the Chairperson finds the Search Committee's recommendation unsatisfactory, a joint meeting of the Search Committee and the FAC will be called for discussion and resolution. The Chairperson will be responsible for keeping candidates apprised of their status from the initial inquiry until an appointment, if any, is made.

F. ROLE AND RESPONSIBILITY OF THE FACULTY

Research, Teaching, Service: Each faculty member is expected to contribute to the Department, Campus, College, and the University according to the terms and conditions of his/her letter of appointment.

Scholarly activity is expected of all tenure-track and tenured faculty members, although the extent and/or type of activity may vary with the terms of each faculty member's assignment and campus location. Faculty involved in research and the graduate program are expected to present evidence of their endeavors as witnessed by publication, proposals submitted for extramural funding, and dissemination of research in various venues as appropriate to the discipline. Activity in professional organizations and the training of graduate students is also expected.

Not all faculty members contribute to the Department in the same manner. A faculty member whose primary responsibilities are undergraduate teaching and undergraduate programs may teach and serve in a greater diversity of courses than a faculty member who is also a member of the graduate faculty. Most of the Department faculty members will be either a full or associate member of the graduate faculty. Supervision and direction of undergraduate research projects and theses is part of the teaching function.

Service to the University is a responsibility of each faculty member. Department, Campus, College, and University committee membership is expected as a normal part of a faculty member's contributions. Special or outstanding service above and beyond that which is typical may be considered during the review of a faculty member, but service alone will not reduce the expectations of quality teaching and scholarly activity.

G. ROLE OF NON-TENURE TRACK FACULTY MEMBERS IN DEPARTMENTAL GOVERNANCE

The role of Full-time Non-tenure-track (NTT) faculty in the governance of the Department is regulated by the CBA of this group. It is the policy of the Department to afford NTT faculty an appropriate voice in the affairs of the Department. Accordingly, given their limited numbers on the Kent and Regional Campuses, NTT faculty appointed to teach a world language on any campus shall have an equal opportunity to represent that group on Standing Departmental committees and appropriate *ad hoc* committees. These representatives shall be chosen jointly by all NTT faculty regardless of the campus on which they have appointment; they shall have full voice and vote on all matters except those restricted by the respective Collective Bargaining Agreements.

H. REGIONAL CAMPUS PROGRAM AND FACULTY

1. TENURE-TRACK FACULTY

The Department has an interest in maintaining quality instruction in the Regional Campus system as well as at the Kent Campus. For this reason, the Department Chairperson, or a duly appointed representative, will participate in recruitment, and act on recommendation for appointment, of Regional Campus faculty candidates; stipulate particular courses which such faculty are approved to teach; recommend course content and grading standards; recommend materials, supplies, and equipment; recommend methods of instruction and test and examination procedures; recommend class size; and evaluate the academic performance of faculty annually. The Regional Campus Dean will determine salary, teaching load, and course assignments.

While Regional Campus faculty members hold appointments specifically in the Regional Campus system, they are also regular members of the Department and of the College of Arts and Sciences. They will as far as practicable be represented on standing Department Committees, including (but not limited to) Departmental Faculty Advisory and Curriculum Committees; search committees; review committees; reappointment, promotion, and tenure committees; and committees considering Departmental policy, instructional standards, or program development. The Departmental Chairperson bears the responsibility for assuring Regional Campus representation on these committees and consideration of Regional Campus interests when membership on any *ad hoc* committee is to be determined.

Because of the circumstances outlined above, Regional Campus faculty members have a dual accountability. In matters involving course content and method of instruction and examination, they are accountable to the Department Chairperson; in all other matters they are accountable to the Regional Campus Dean.

Faculty being considered for reappointment, tenure, and/or promotion will be subject to the appropriate provisions of the Regional Campus Handbook, the CBA, and Section 3 (in particular, subsection D. 1.) of this document.

The minutes of standing and other significant committees listed above shall be forwarded to Regional Campus faculty not serving on those committees.

Regional Campus faculty shall be kept apprised of all developments relating to instruction on the elementary and intermediate levels. This includes (but is not limited to) prompt notification of any anticipated change in text, any additional instructional materials such as computer exercises, or special testing in which their students might participate. In particular, the Language Units shall be responsible for providing this notification in a timely manner through the Language Studies Advisor who functions as departmental liaison with the Regional Campuses. By the same token, language faculty on each Regional Campus offering world language instruction will designate one of their number to serve as liaison to the Basic Studies Coordinator on the Kent Campus. The Basic Studies Coordinator will request from the Dean of each Regional Campus a list of instructors and campus language course offerings at the beginning of each semester in an effort to coordinate the courses across the eight-campus system as far as practicable.

2. NON-TENURE TRACK FACULTY

In consultation with the Department Chairperson, the Regional Campus Dean establishes the need for non-tenure-track faculty, drafts the job description, and conducts a search with the assistance of an *ad hoc* Search Committee. The appointment, as well as any subsequent reappointment, occurs in accordance with established University procedures, including notification to the Department Chairperson. Any full-time non-tenure-track faculty appointed to teach a world language at a Regional Campus is expected to participate in Departmental governance on an equal basis with Kent Campus non-tenure-track faculty and have an equal opportunity to represent this group on Standing Departmental Committees and appropriate *ad hoc* committees.

I. SANCTIONS

A sanction is a documented corrective action in response to a faculty member's unsatisfactory performance of his/her duties and responsibilities as a member of the faculty (see CBA Article VIII).

J. FACULTY LEAVES

All leaves, sponsored or unsupported, personal or professional, are subject to the approval of the Chair, the Dean, and the Provost. It is the responsibility of faculty leaving the Kent area for an extended period of time (e.g., during sabbatical or research leave) to keep the Department informed concerning address(es) and/or telephone number(s) where the faculty member can be reached.

University leaves include but are not limited to:

1.   Research leaves (see University Policy Register 6-11.8).

2.   Leaves of absence without pay (see University Policy Register 6-11.9).

3.   Faculty professional improvement leaves (see University Policy Register 6-12).

4.   Research/Creative Activity appointments (see University Policy Register 6-15.3).

Faculty members receiving sabbatical leave or research grants are in general released from obligations such as Assistant to the Chair, Unit or Advising Coordinator, and committee member, but may continue with these duties if they wish. Faculty whose position involves activities essential to the functioning of the Department on a regular basis (advising, committee chair, etc.) are expected to consult with their Unit(s) and notify the Department Chairperson in a timely manner for temporary assumption of those duties. Should their availability permit, however, tenured faculty may be requested to be available to assist the FAC with personnel matters, especially in connection with evaluations of pre-tenure faculty and candidates for promotion. Faculty whose research activities are likely to prevent availability are expected to provide the Department Chairperson with timely notification of this situation (i.e., no later than the end of the semester prior to the leave).

K. FACULTY ABSENCE AND TRAVEL POLICY

When it is necessary to miss a class, the instructor shall notify the Departmental office and leave instructions for informing students of the cancellation and any assignment for the next class meeting. Should a substitute be called for, any arrangements must be cleared beforehand with the Chairperson or Assistant to the Chairperson. Faculty members who will be absent from campus for professional or personal reasons must submit a **Request for Absence Form** to the Chair. The request should be made at least one (1) month prior to the planned absence and is subject to the approval of the Chair and the Dean. Arrangements for any classes to be missed during the absence must be addressed to the satisfaction of the Chair before approval will be granted.

Attendance at professional meetings is encouraged and approved travel expenses incurred in attending such meetings will be reimbursed when approved prior to travel according to the University's travel policies and are subject to the availability of funds. In general, greater amounts of support will be granted to meeting participants

(i.e., those presenting a paper or chairing a session) than to faculty members who simply attend professional meetings.

The Chair is responsible for keeping complete records of faculty sick leave; however, faculty members are also required to submit the appropriate sick leave forms to the Chair. Sick leave forms should be completed and submitted to the Chair within forty-eight (48) hours after an absence (see University Policy Register 6-11.1).

The established policies and procedures regarding faculty grievances and appeals are stated in detail in CBA Article VII. Every effort will be made to resolve these grievances informally at the lowest possible administrative level within the Department.

Professional disputes and complaints about matters other than those of a contractual nature should be resolved through the Chairperson. Faculty members who believe that they are being treated unfairly should consult with the Chairperson.

2. TEACHING ASSIGNMENTS AND WORKLOAD INCLUDING WORKLOAD EQUIVALENCIES AND RELATED PROCEDURES

A. FACULTY WORKLOAD AND WORKLOAD EQUIVALENTS

All full-time tenured and tenure-track faculty of the department are expected to carry a maximum workload of twenty-four (24) credit hours per academic year. Full-time non-tenure track faculty members are expected to carry a maximum workload of thirty (30) credit hours per academic year (see University Policy Register 6-18). Faculty may request reductions in teaching load on the basis of research and scholarship, teaching-related duties, and special assignments recognized by the Department and the Dean. In addition, the Chair may, in consultation with the FAC and with the concurrence of the Dean, assign workload equivalencies for specific duties which are considered essential to the academic mission of the Department. Early in the Fall semester, the Department Chairperson will distribute a Workload Equivalency Request form, asking full time faculty to request teaching equivalents for research and teaching-related service activities and, if they are eligible for a research reduction, to list publications and grants over the last five years. Using this information, the Chairperson will establish in consultation with the FAC the teaching load for each faculty member for the following academic year and distribute workload statements to the faculty. The reduction of any faculty member's teaching load to fewer than 18 credit hours per academic year requires the permission of the Dean. Loads will normally not be allowed below a level of 12 semester hours unless as a result of special teaching related or departmental administrative duties or grants. Faculty receiving a one-semester or academic year research or Faculty Professional Improvement leave will take that leave in the semester of the lighter teaching load. In determining faculty teaching load equivalents, precedence is always given to the needs of Departmental programs and students.

The department's expectations and specifications for workload equivalencies are given in the table below.

Table 1. Workload Equivalents Table: Descriptions of the specific duties associated with each assignment are found in Appendix B, Departmental Operating Procedures Document.

Title/Name of Assignment	Load Equivalent (per year)	Description/Comment

Assistant to the Chair	9-12	
Graduate Coordinator	6	
Undergraduate Coordinator	6	
Translation Coordinator	3	
Basic Studies Advisor	3-6	
Pedagogy Coordinator	3	
Lower Division Language Coordinator	3 or more	One hour per eight sections on the home campus; minimum of three hours
Laboratory software manager	3	
Extraordinary activity or special assignment	up to 3	Variable; requires consultation with Chair and Dean
Pre-tenure research equivalency	24	9 hours each year for the first two years; remaining hours claimed with Chair's approval in later semester(s) of probationary period
Research productivity equivalency	up to 9	Based on productivity over a five-year window as evaluated by FAC and Chair during annual review using graduate faculty criteria
Supervision of Ph.D. Dissertation	1.5*	To be claimed after proposal is approved
Empirical research design advising	1.5 every other year	Contingent on need for such advising
Supervision of Translation case study, MA Thesis, Honors Thesis, Research-based Pedagogy exit project	.60*	Per student
Supervision of student teacher	.75	Per student

Research Equivalencies: Three categories of equivalency for research are possible for tenured and tenure-track faculty, depending on scholarly productivity. Probationary faculty have access to research equivalencies but in no case will the combined research and pre-tenure equivalency exceed 9 hours per year. In calculating research equivalencies for pre-tenure faculty, documentation of acceptance for publication will count. These categories correspond to the three departmental classifications of Graduate Faculty Status (see Appendix A, Graduate Faculty Classification Criteria and Application for Graduate Faculty Membership). Research reductions are as follows:

A1 status; up to three hours annual reduction

A2 status; up to six hours annual reduction

F3 status; up to nine hours annual reduction

Pre-tenure Equivalency: Tenure-track faculty hired after 2007 may claim pre-tenure research equivalencies of up to 24 hours during the probationary period. For each of the first two years of the probationary period, the faculty member will claim 9 hours. The pre-tenure faculty member will consult with the Chairperson to create a plan for redeeming the remaining hours over the course of the probationary period. Every effort will be made to assign these hours according to the preference of the faculty member, but the needs of the department and the decision of the Chair in consultation with the Dean will take precedence. Tenure-track faculty hired before this date may claim 9 hours of equivalency up to six times during the probationary period. These equivalencies are contingent on the ability of the department to meet staffing needs.

Lower Division Language Coordination: For languages with a minimum of fifteen lower-division sections per year, the program may claim a workload equivalency of one hour per eight sections rounded up or down to the

nearest .25 increment; the minimum equivalency awarded for this duty is three hours. The hours may be divided among coordinators if more than one individual is performing the duties.

Modifications of the basic teaching load require the approval of the faculty; any additional statement of equivalency or other further reduction of teaching load in any semester requires the approval of the faculty and the Dean of Arts and Sciences.

The responsibility and authority for the assignment of workloads to individual faculty members lies with the Chairperson and Dean. In the interest of maintaining a high standard of teaching and the desirability of faculty involvement in research and service activities, overload assignments are discouraged. Overload assignments (i.e., workload assignments which total more than twenty-four (24) credit hours per academic year for tenured and tenure-track faculty and which total more than thirty (30) credit hours for full-time non-tenure-track faculty) will be made only in unusual circumstances. In some circumstances the Department uses a voluntary banking system. If an assignment is for more than 24 total hours, the faculty member who agrees to use the system will receive the extra hour(s) as "banked credit" for a future assignment, to be redeemed at the discretion of the Chairperson after consultation with the faculty member and consideration of programmatic needs. If an assignment is under 24 total hours, the Department may "claim" the hour(s) for a future assignment. **Overloads and use of the banking system require the signed agreement of the faculty member.** The Chairperson and faculty members will make every effort, consistent with programmatic needs, to keep banked credits below 5 hours and to ensure that they are redeemed in a timely manner, preferably within three semesters of the point at which sufficient credits are earned to equal one course release. In no case will overload credits be converted to salary or cash upon the resignation or retirement of a faculty member; they may be redeemed only in the form of course equivalencies. Overload assignments involving additional compensation require the agreement of the faculty member, and the approval of the Chair and the Dean.

B. TEACHING ASSIGNMENTS AND CLASS SCHEDULES

Faculty members are assigned to teach specific courses by the Chair. The primary considerations for course assignments are prior teaching experience, subject expertise, and shared responsibility among the faculty for service and introductory courses. Questions regarding teaching assignments should be addressed to the Chair. In the case of a dispute or request for reassignment the faculty member may request review by the FAC which will make a recommendation to the Chair. Assignments may change contingent upon enrollment and other factors. In such cases the faculty member will be notified as soon as possible.

Scheduling of classes is the responsibility of the Assistant to the Chair with approval of the Chair. The primary consideration for scheduling classes is student need with regard to meeting program or major requirements within a reasonable time frame. In addition, the scheduling of some classes may be determined by the need to serve nontraditional students.

C. SUMMER TEACHING ASSIGNMENTS

The Chair welcomes requests for summer teaching assignments from all full-time faculty members. Summer teaching cannot be guaranteed to any faculty member and most summer teaching assignments are for a partial load. The size, content, and staffing of summer courses are dictated by budgetary constraints and curricular needs. Within these requirements faculty members are offered summer teaching assignments on an annual rotation system. The department will endeavor to distribute summer teaching opportunities equitably among members of the bargaining unit without regard to academic rank. Faculty members may elect not to accept a summer assignment. See also CBA Article IX, Section 4.

Programmatic needs as determined by the functional units/sub-units and enrollment projections will constitute the primary factors governing decisions to offer courses in a language area. Enrollment and other appropriate data will inform decisions regarding the size and number of sections. On the basis of these criteria, Units will develop each fall a plan of course offerings for the following summer and submit it to the Department Chairperson; once approved, it will be entered on the Summer Schedule by the Assistant to the Chair.

The Department will request the College to grant the Assistant to the Chair six (6) hours of administrative summer appointment, and the Graduate Coordinator three (3) hours or administrative summer appointment and the "right of refusal" for teaching appointment. Other summer administrative appointments for Advising or other special needs may be requested of the College.

Priority of assignment for Summer teaching follows the parameters laid out in CBA Article IX.

Faculty will be polled each September concerning their wish to teach during the following summer and their preference for specific sessions. To the extent that circumstances permit, these wishes will be taken into consideration in making teaching assignments. Those wishing to teach will be ranked in a descending order of priority which stands in inverse relation to their teaching load of the three (3) preceding summers (i.e., those who have taught least will rank highest and retain the "right of refusal" in this order, with each session considered separately).

The Chairperson will make individual summer teaching assignments, dividing upper-division and graduate courses among graduate faculty and lower-division courses among all faculty members.

Faculty will be informed of summer teaching assignments in writing as early as possible and will respond in writing in a timely manner indicating acceptance or refusal of the assignment. This written statement will inform the faculty member of the minimum number of students required to avoid cancellation of the course under University guidelines. Any reassignment due to course cancellation occurs at the discretion of the Departmental Chairperson.

D. OTHER FACULTY DUTIES

1. Advising: Faculty are required to advise and counsel undergraduate and graduate students on academic matters. Individual faculty members are responsible for providing academic counseling to undergraduate students assigned to them and to other undergraduate students who seek such advice, as needed. Student advising at the graduate level is conducted by the student's "major professor" and the student's committee members. In order to assist in student advising, faculty members should maintain current knowledge of University, College, and Department programs and requirements.

2. Final examinations and class arrangements: Final examinations or instructional activities in all courses must be offered at the time and date specified in the University's schedule of final examinations. Changes of the time and/or date of a final examination require prior approval of the Chair and the Dean, but in any case, the exam must also be offered at the time scheduled and publicized by the University for those students who desire to take the exam at that time. The schedule printed in the semester schedule book shall indicate the instructor of each course offered, and no changes shall be made unless absolutely necessary. Faculty are not permitted to alter classes, times, or rooms without the permission of the Chair.

3. Grades and Student Records: Faculty members must inform students of their progress throughout the semester. Grades are a faculty member's responsibility and should be assigned fairly and objectively. Submission of final grades must comply with University Policy, including but not limited to the deadline for the timely submission of grades. Failure of faculty members to provide grades in compliance with University Policy will be taken into consideration in reappointment, promotion, tenure, and merit decisions. Materials used in computing grades (e.g., exams, papers, reports, etc.) should be retained by the faculty member for five (5) years after final grades are submitted. Students have a right to inspect the written work performed during a course and discuss the grade with the faculty member.

All members of the Department must comply with all laws and University Policies which govern the privacy of student education records, including but not limited to the Family Educational Rights and Privacy Act (FERPA). These regulations require, among other things, that faculty members keep thorough academic records and forbid the posting of grades by name, social security number, or any other system which might identify a student with her/his education record.

4. Office Hours: Faculty members are expected to schedule and attend at least five (5) office hours per week (see University Policy Register 6-18.101). The office hours shall be posted on the faculty member's office door and communicated to the Department office as well as to the faculty member's students. If a student, for a legitimate reason or reasons, is unable to meet during the faculty member's scheduled office hours, the faculty member shall make appointments to meet with the student at an alternate time.

5. Participation in University Activities: Faculty members are expected to participate in recruitment programs, graduation ceremonies, and other activities which are appropriate to their role as a faculty member in the Department. All members of the Department are expected to be available on a rotational basis for duty during Commencement, Honors Day, Academic Open House, etc.

6. Student and Peer Evaluation: A Student Survey of Instruction (hereinafter "SSI") is required in each course in each semester and will be conducted under the auspices of the Chair pursuant to applicable University policies and procedures.

Pre-tenure faculty members are required to undergo peer review of teaching during each year of the probationary period; NTT faculty undergo peer review of teaching each year for the first three-year term of appointments and thereafter at least once during each three-year term of appointments. Part-time faculty undergo regular peer evaluations on a rotating basis established and initiated by the Chair in consultation with the faculty of the respective unit or sub-units.

7. Syllabi and Course Descriptions: All teaching staff will prepare a syllabus for each course they teach, distributing it to the class and depositing a copy with the Department during the first week of classes. Faculty members are expected to provide students with a syllabus which includes the subject matter to be covered in a course, a listing of assignments and/or reports, approximate dates of examinations, grading standards, attendance requirements, and other pertinent details of the conduct of the class. Faculty members or Coordinators shall prepare for posting, prior to semester registration, a description of each course for which they are responsible.

E. FACULTY INFORMATION SYSTEM / WORKLOAD SUMMARY REPORTS

All faculty members are required to provide a current curriculum vitae (CV) to be kept on file in the Department office. The faculty member's CV must be updated annually using the electronic system supported by the University (see CBA Section IX. 2. D.).

F. PEER EVALUATION IN MCLS

In order to document the quality of instruction and to supplement student evaluations, the Department has established a procedure for peer evaluations of faculty teaching. While the frequency of the evaluations will vary with the faculty member's status as indicated below, the procedure will be essentially uniform in all cases. In particular, classes will be observed and evaluated according to the following guidelines:

1. Classes should be evaluated in the context of the specific objectives of the course.

2. The evaluator should consider several factors, among them: (1) instructor preparation as indicated by the clarity of lesson structure, expertise on material covered, and selection of supplemental resources, such as hand-outs; (2) instructor performance as indicated by organization, effective use of class time, clarity of assignments and explanations, ability to maintain student interest and participation, by verbal and non-verbal elements such as correction of errors, and by use of classroom space; (3) general elements such as student-instructor rapport, respect shown to and by students, teaching pace, appropriateness and level of difficulty of activities, including (as may be appropriate) use of the target language by students and instructor.

3. The overall evaluation should include positive features, especially the sense of accomplishment resulting from the class activities, and note any problem areas observed.

d. The principal task is to describe accurately and evaluate objectively, rather than merely to criticize or praise.

Procedure. In the case of pre-tenure regular full-time faculty (and tenured faculty who request review), the Chairperson will consult with the FAC and the instructor to be evaluated in order to designate an appropriate tenured faculty member as peer evaluator. In the case of full-time non-tenure-track faculty, the Chairperson will consult with the FAC and the instructor in order to designate an appropriate faculty member as peer evaluator. In the case of part-time instructors, the coordinator of the respective functional unit or sub-unit will consult with his/her committee to designate an appropriate evaluator.

The Chairperson will inform the instructor to be evaluated who the peer evaluator will be and which class will be evaluated. A particular class may be specified; over time each faculty member shall be evaluated in all major curricular areas taught. The instructor and the peer evaluator will agree on a mutually convenient date and time for the class observation. As soon as possible after observing the class, the peer evaluator will submit to the Chairperson a report based on the established criteria. This report will represent an accurate picture of the instructor's teaching, describing positive features and, as circumstances may require, those which might be improved. The Chairperson will give the instructor a copy of the report and invite the instructor to discuss it; the peer evaluator may also be invited to participate in the discussion. The report will then be placed in the evaluated faculty member's permanent file.

Frequency. Faculty in tenure-track positions on the Kent campus or a Regional Campus will undergo evaluations at least once every academic year; faculty on term appointments may undergo an annual evaluation at the discretion of the Chairperson and FAC. Additional evaluations may occur if the Chairperson, in consultation with the FAC, deems it appropriate. The Department recommends that tenured faculty undergo peer evaluation at least once every three years; those who anticipate standing for promotion are especially encouraged to keep their peer evaluations current. Tenured faculty on the Kent or a Regional Campus may volunteer to undergo peer evaluation more frequently and will approach the Chairperson within the first half of the semester to initiate the process. Full-time non-tenure-track faculty undergo peer evaluations annually during their first three-year appointment and at least once in the succeeding three-year appointment as part of their cumulative three-year review required by the CBA. Part-time faculty undergo regular peer evaluations on a rotating basis established and initiated by the Chair in consultation with the faculty of the respective unit or sub-units.

Use of Evaluations. For full-time tenure-track faculty, files submitted in support of application for reappointment, tenure, or the first promotion will include copies of all peer evaluations since the date of hire. Files submitted for a subsequent promotion must include all peer evaluations since the last promotion. Accordingly, faculty who anticipate standing for promotion are responsible for initiating and undergoing at least one peer evaluation during the year immediately preceding their candidacy. Peer evaluations also play a role in decisions to renew contracts offered to part-time and full-time non-tenure-track faculty.

3. REAPPOINTMENT, TENURE, AND PROMOTION CRITERIA AND THE CRITERIA AND PROCESSES RELATING TO OTHER FACULTY PERSONNEL ACTIONS

Reappointment, tenure, and promotion criteria in this Handbook are periodically reviewed and modified. These changes are made with the understanding that faculty who have undergone at least three reappointment reviews under the previous Handbook will continue to be evaluated according to that Handbook for the purposes of tenure review, as well as for promotion review if concurrent with tenure review.

Each academic year, reappointment, tenure and promotion guidelines for Kent and Regional Campus faculty are distributed by the Office of the Provost. Probationary tenure-track faculty members and candidates for promotion are reviewed by the Department's Ad Hoc RTP Committee. More specific statements in this Handbook regarding procedures and criteria are intended to function within current University policy; in case of any divergence between this Handbook and University policy, the latter takes precedence.

A. REAPPOINTMENT

The policies and procedures for reappointment are included in the **University policy and procedures regarding faculty reappointment** (see University Policy Register 6-16) as well as the CBA. Probationary faculty will create and

present a dossier to the Chair, who will make these materials available to the Ad Hoc RTP Committee. Each probationary faculty member is discussed by the committee, which then votes on the faculty member's reappointment. The Chair independently assesses the accomplishments of each probationary faculty member and forwards her/his recommendation and the committee's recommendation to the Dean. The Chair informs probationary faculty of the committee's recommendation and provides a copy of her/his recommendation to the Dean. Probationary faculty members who are not to be reappointed must be notified according to the schedule established in the CBA. For faculty members whose appointment is in the Regional Campuses, recommendations on reappointment from the Chair are forwarded to the Dean and the appropriate Regional Campus Dean.

For probationary faculty, reappointment is contingent upon demonstration of adequate progress each year toward the requirements for tenure. Moreover, the faculty member must have established and articulated short-term and long-term plans for achieving these goals. **By the time of standing for tenure, the successful candidate will demonstrate clear evidence of impact upon the discourse of her/his discipline, present a record of excellent teaching, and document contributions as a citizen of the department and the broader university community**. Specific concerns expressed by the Ad Hoc RTP Committee and/or the Chair during each review in the probationary period should be addressed by the candidate in subsequent reappointment reviews. Finally, a sound ethical approach to all aspects of teaching, research, publication, and the academic profession is expected of all who seek reappointment in the Department. A candidate who fails to demonstrate adequate progress toward tenure in a given review will be notified that they will not be reappointed.

In the event that concerns about a candidate's performance are raised during the reappointment process, the Ad Hoc RTP Committee and the Chair shall provide detailed, prescriptive comments to serve as constructive feedback. For faculty members following the traditional tenure clock for Assistant Professors, the review after completion of three (3) full years in the probationary period at Kent State University is particularly critical. If concerns about performance arise during a review that occurs after completion of three (3) full years in the probationary period, the Chair, in consultation with the FAC, will advise and work with the candidate on a suitable, positive plan for realignment with the Department's tenure and promotion expectations; however, the candidate is solely responsible for her/his success in implementing this plan.

From time to time, personal and/or family circumstances may arise that require an untenured faculty member to need to request that her/his probationary period be extended. Upon request, a faculty member may be granted an extension of the probationary period which has been traditionally called "tolling" or "stopping the tenure clock." The **University policy and procedures governing modification of the faculty probationary period** are included in the University Policy Register (see University Policy Register 6-13).

B. TENURE AND PROMOTION

The policies and procedures for tenure are included in the **University policy and procedures regarding faculty tenure** (see University Policy Register 6-14) and the policies and procedures for promotion are included in the **University policy and procedures regarding faculty promotion** (see University Policy Register 6-15). Both policies are also included in the CBA. Tenure and promotion are separate decisions, and the candidate will prepare separate dossiers for each action. Tenure is based on accomplishments as well as an assessment of the potential of the candidate as an academic and departmental peer. Promotion is a reward based on accomplishments completed during the review period.

For Kent Campus faculty, the department will generally recommend tenure and promotion in the same year. While it is possible to be tenured without being promoted, it is generally expected that faculty will accumulate a record of achievement that will be sufficient for a positive recommendation for both tenure and promotion. For Regional Campus faculty, tenure and promotion are less closely linked.

The decision to grant tenure plays a crucial role in determining the quality of university faculty and the national and international status of the University. **The awarding of tenure must be based on convincing documented evidence that the faculty member has had an impact upon the discourse of her/his discipline, compiled a record**

of excellent teaching, and made contributions as a citizen of the department and the broader university community.

One of the major criteria for measuring whether publications have impact is peer review, the standard process through which other scholars recognize a candidate's work as a significant and original contribution to a discipline. Peer review refers to evaluation of scholarship by individuals recognized as experts in one's field of activity. Blind peer review is considered preferable to peer review in which the reviewer is aware of the candidate's identity. Evidence of peer review includes such items as outside reader reports, letters from editors, and published editorial policies. Scholarly impact may also be demonstrated through marks of recognition that occur after the dissemination of the work. Candidates for reappointment, tenure, or promotion must make explicit in their dossiers whether a scholarly activity has been peer-reviewed; the burden of proof lies at all times with the candidate.

Impact on the discipline may be demonstrated in a variety of ways, including but not limited to the following:

> Acceptance of the candidate's work through a process of blind peer review in well-regarded journals, edited collections, applications for external funding, or peer review of book-length works.

> Assessments of the candidate's scholarship by disinterested, external scholars who are recognized experts in the field. These experts will be asked to comment on the actual and potential impact of the candidate's work as part of the tenure review process.

> Published book reviews or other acknowledgment of a candidate's work by peers in the field, including citations of a candidate's articles, books, or other publications.

> Publication in peer-reviewed journals and/or practitioner journals that are the outlets for the premier national organizations in the candidate's field or otherwise can be shown to have a wide readership in the discipline.

> Invitations by disinterested colleagues outside the University to contribute to edited collections, to undertake editorial projects, or to speak at conferences or other scholarly venues. Such invitations indicate that the candidate has been recognized as an expert in the discipline.

> Wide adoption of a textbook or other instructional materials, including scholarly translations.

In assessing a tenure case, the department takes into consideration all evidence of the candidate's likelihood of future success, including letters of acceptance for submitted works, book contracts, and grant proposals submitted but not funded. Tenure considerations also include evaluation of accomplishments prior to arrival at Kent State University in order to aid in the assessment of a candidate's scholarly potential. However, such documentation shall in no case constitute the sole basis for tenure. For promotion, all publications must have appeared or be available in the form of page proofs by the time the dossier is submitted.

Consideration for promotion to Professor differs from consideration for promotion to Associate Professor. Promotion to Associate Professor is recognition for establishing a career likely to achieve national/international prominence. Promotion to Professor recognizes the highest level of university achievement and national/international prominence. Evidence for this prominence includes a sustained record of major publications and a record of increased prominence in and impact on the field above and beyond that expected for the first promotion.

Many factors and criteria, both subjective and objective, are considered in recommending a faculty member for tenure and advancement in academic rank. A sound ethical approach to all aspects of teaching, research, publication, and the academic profession are expected of all who seek tenure and promotion in the Department.

C. CRITERIA FOR TENURE AND PROMOTION

The tables and text below are designed to facilitate assessment of performance of those candidates who are being evaluated for tenure and promotion. During the probationary period, these tools should be used for developmental assistance and projection of future success in achieving tenure and promotion.

For tenure and for promotion from Assistant to Associate Professor, the faculty member must meet the criteria for an "excellent" rating in either scholarship or teaching with at least a "very good" rating in the other category. The candidate's citizenship must meet at least the criteria for "Good Citizenship" as outlined in Table 3.

A candidate for promotion to Professor must meet the criteria for an "Excellent" rating in scholarship and at least the criteria for a "Very Good" rating in teaching. The candidate's citizenship must meet at least the criteria for "Very Good Citizenship" as outlined in Table 3.

Different faculty roles may foster differential weighting of criteria for assessing the candidate's scholarship, teaching, and citizenship. Specifically, greater consideration will be given to teaching and citizenship when evaluating faculty whose appointment is at a regional campus. Regional faculty members will not be held to the same quantitative standard for scholarship and their achievements will be weighted according to any applicable language in the regional campus handbook.

D. SCHOLARSHIP

Scholarship is an essential and critical component of University activity. The originality, quality, impact, and value of the work must be assessed. To assist this process, the candidate shall submit the names of at least five (5) experts in her/his field who are considered capable of judging the candidate's work. The Chairperson and FAC may also suggest names. Each external reviewer will be asked to state specifically whether impact commensurate with tenure and/or promotion (as applicable) has been demonstrated according to the criteria of MCLS. Normally, it is expected that all the external reports will be positive in successful tenure cases, although the Department reserves the right to exercise its own judgment in weighting external reports.

The candidate must provide the Ad Hoc RTP Committee with ample descriptive evidence of his/her scholarly activity. Information on appropriate documentation is available from the Chair, and probationary candidates should consult their peer mentors for other resources to assist in the preparation of the dossier. The categories of scholarship to be considered in tenure and promotion reviews, with examples of the types of scholarly dissemination considered appropriate for inclusion in a dossier, are listed separately below.

Because Faculty in MCLS are encouraged to participate across functional units, published peer-reviewed or invited research in the fields of Language, Literature, and Culture, Pedagogy, and Translation Studies will be considered applicable toward tenure and promotion for all candidates. Faculty need not limit their scholarship to the area represented by their functional unit. There is a greater priority on quality of the scholarship itself and the venues than the scholarship topics.

When appropriate, works in the category of application may be assigned the same weight toward tenure as works in the categories of discovery and integration. Particularly in the areas associated with applied linguistics (translation and second language pedagogy), applied scholarship has a long and recognized tradition. In order to assist committees in evaluating and weighting works categorized as applied, candidates should explain and document in the dossier how such works have been received by scholarly peers or community partners either before or after dissemination, and by what objective measures the success of the works can be gauged.

1. QUANTITATIVE EXPECTATION

Because the types of research and the modes of dissemination of research by faculty in MCLS are so varied, no single number of published items can serve as a rigid standard for judging a candidate's work. At the same time, the department expects successful candidates to meet a minimum quantitative standard for published research.

Candidates are generally expected to produce the equivalent of five refereed items **(or if at a Regional Campus, 3 refereed items)** by the time they stand for tenure or promotion to Associate Professor, although scholarship of exceptional quality may be recognized accordingly. For promotion to Professor, the equivalent of an additional five refereed items is the minimum quantitative requirement. If a candidate has published a single-authored scholarly book, a scholarly refereed book-length translation or an analogous work during the period under review, this will usually be considered equivalent to five "article-length" contributions. Books with two or more co-authors will usually be recognized on a pro rata basis. Edited books will be treated as equivalent to three articles, and co-editorship credit will be allocated in the same manner as co-authorship. Any article by the editor in an edited book is treated as a separate article, but the introduction is not counted as a separate article. The Department reserves the right to vary from these numbers when the quality merits so doing.

In addition to publications and applications for external and internal funding, the following may be used to support the case for reappointment, tenure, or promotion, although they cannot form its primary basis: journal or book series editorship, book reviews, non-reviewed conference publications, conference presentations. Service grants and grants for equipment, travel, seminar participation, publication, and offprint subvention cannot be included under scholarship, but may be included, as appropriate, under the Teaching and Citizenship categories.

Table 1. Assessment of Scholarship for Promotion and Tenure.

Scholarship rating	Definition	Accomplishments
Excellent	Nationally/ internationally recognized research agenda and outcomes	● Sustained research agenda resulting in demonstrable national and international impact on the discipline and publications exceeding the quantitative expectations of the department; AND ● Record of application for external funding* in support of candidate's research and/or departmental mission; AND ● Invitations to present or collaborate by disinterested colleagues in the field, research-related service in professional organizations, or other forms of scholarly recognition.
Very Good	Emerging nationally recognized research agenda and outcomes	● Research agenda resulting in demonstrable impact on the discipline and meeting the quantitative expectations of the department; AND ● Record of application for internal funding* in support of candidate's research and/or departmental mission; AND ● Invitations to present or collaborate by disinterested colleagues in the field, research-related service in professional organizations, or other forms of scholarly recognition.
Good	Active research agenda with limited outcomes	● Some peer reviewed publications or funding applications, but falls slightly below the quantitative expectations of the department; AND ● Invitations to present or collaborate by disinterested colleagues in the field, research-related service in professional organizations, or other forms of scholarly recognition.

Weak	Weak research agenda with limited outcomes	● Occasional publications or meeting presentations; falls well below the quantitative expectations of the department.
Poor	Research agenda with no outcomes, or undeveloped research agenda	● No publications, presentations, or grants.

*External funding refers to extramural competitive research grants, instructional grants, fellowships, and contracts as well as the securing of substantial gifts in kind in support of the research and/or teaching missions of the department. Internal funding refers to intramural competitive research or instructional grants, appointments, and fellowships.

2. CATEGORIES AND EXAMPLES OF SCHOLARSHIP

Examples of Scholarship in Language, Literature, and Culture include but are not limited to: books, edited books, and articles that expand existing knowledge in literary studies, cultural studies, philology, textual criticism, second language acquisition, and related disciplines. Examples include original criticism and analysis of literary or popular texts, films, or other visual or aural media; studies of the relationship between texts and their historical and cultural contexts; studies of material culture and its relationship to other aspects of a given culture; studies dealing with linguistic and philological questions in individual texts or parts of texts; quantitative or qualitative studies of issues in language acquisition. Scholarship also includes the integrative work involved in interpretations of literary texts, films, other visual and aural media, or material culture according to psychological, sociological, historical, or philosophical perspectives; studies that use comparative techniques or combine methods from more than one discipline; and synthetic studies that draw upon existing scholarship to summarize the state of an issue or problem in a given field.

Applied scholarship in Language, Literature, and Culture includes but is not limited to: studies in language, literature, culture, linguistics, or language pedagogy applied to such non-academic matters as business, economic issues, social problems, and political activity; projects, events, and programs that target audiences outside the academy (such as elementary or high school students, employees of a business, or self-selected members of the general public) and increase awareness of linguistic and cultural diversity; public readings, film presentations, or exhibits organized around societal issues relevant to cultural diversity and/or the global community; language/cultural immersion projects; outreach projects that address awareness of cultural and/or linguistic diversity.

Examples of Scholarship in Pedagogy include but are not limited to: books, edited books, and articles that expand existing knowledge as it relates to the world language classroom and instruction in world languages. Examples include development of new methodologies and theories; creating infrastructures for future instruction and theories; implementation of new or innovative teaching strategies in the classroom; making private teacher knowledge public; case studies; quantitative and qualitative empirical studies; action research; critical evaluation and testing of learning strategies; critical reflection on one's own or others' teaching practices, theories, methodologies, or strategies; articles and books on pedagogy that can be used for multiple disciplines; articles and books that bridge previous research on world language theories, methodologies, or strategies; technological innovations; analysis of interdisciplinary pedagogical methodologies, strategies, or theories; interdisciplinary models for formative and summative assessments.

Applied scholarship in Pedagogy includes but is not limited to: pedagogical manuals; language acquisition textbooks; pre-service and in-service teacher training; articles on language pedagogy outside of education settings; collaboration with businesses and governmental agencies; serving schools and school districts as an external consultant; models for pre-service and in-service teacher training.

Examples of Scholarship in Translation Studies include but are not limited to: books, edited books, and articles that critique specific translations, compare multiple translations, analyze the linguistic, cultural, cognitive or semantic patterns or variables in translators' practices synchronically or diachronically; translators' prefaces or essays

discussing the methods used; translations of, for instance, a novel, a play, a book of poems, or a scholarly non-fiction text; studies that analyze translation corpora to reveal patterns or variables in translation; the development of innovative teaching methods; research on assessment and quality control issues; articles and books that integrate existing knowledge and provide an innovative interpretive analysis; the interpretation of texts; terminology articles and resources such as handbooks and guides that integrate the principles of terminology with specific field content in technical communications, information science, computational linguistics, etc.; the creation of corpora or of CAT tools; and innovative computational approaches to terminology management.

Applied scholarship in Translation studies includes but is not limited to: textbooks; translations for the purposes of a non-academic public that are available for peer review and evaluation according to accepted standards; development of assessment tools; trade articles about new translation tools or programs; standards for specific industries; and the creation of monolingual and multilingual technical glossaries and dictionaries in accordance with terminological principles.

E. TEACHING

Criteria for the evaluation of teaching are listed in Table 2. The threshold criteria for tenure are "Very Good" student and peer perceptions of teaching and evidence of ongoing professional development plus contributions to one or more of the related processes of curricular design, advising, instructional delivery, and the evaluation of student performance and learning outcomes. The following categories with examples indicate the range of activities that may be used as examples of teaching success. For tenure and promotion to Associate, there may be cases where a teaching record indicates lower levels of success in the earlier periods of review. In such cases the Committee will weigh more heavily evidence of successful teaching covering the three years just prior to the tenure review.

Instruction and Delivery:

- Positive student evaluation scores that reflect high-quality teaching and are at or above College norms. The record must include all available student evaluations of sections taught during the review period, summarized by the candidate, as well as the summaries of narrative comment compiled by the department.

- Peer evaluations conducted according to departmental policy, arranged by the Chair in consultation with the FAC.

- Course portfolios, including such items as syllabi, tests and examinations, handouts.

- Teaching awards or nominations.

- Design of innovative instructional materials, including on-line materials.

- Design of new modes of instructional delivery, including on-line courses and distance learning.

- Reflective self-evaluation of course planning and classroom experiences.

Curriculum Design and Review:

- Significant and major involvement in creating and developing new curricula and/or new courses that meet the Department's mission and address the expressed needs of departmental initiatives.

- Curricular and program reviews conducted on behalf of other universities or colleges.

Advising, Mentoring, and Supervision:

- Direction to completion of honors theses, M.A. theses, Ph.D. dissertations, translation/pedagogy projects, or individual investigations, as well as other individual supervision of students, especially when such direction does not constitute a formal part of the faculty member's workload.

- Supervision or evaluation of the work of students at other universities.

- Advising of students, participation in the university first-year orientation program, and serving as faculty advisor to student organizations.

Professional Development:

- Development and delivery of instructional workshops.

- Involvement (as organizer or participant) in internal or external workshops and programs that enhance teaching, curriculum, or assessment in furtherance of the departmental mission, especially when such participation has demonstrable results.

Evaluation and Assessment:

- Design and implementation of new methods of evaluation and assessment, including placement examinations, outcomes assessment instruments, and proficiency assessments.

- Certification as an ACTFL Oral Proficiency Interview tester.

Documentation of student learning is one of the ways to achieve recognition as an "Excellent" or "Very Good" teacher. This criterion can be met in many ways, including but not limited to the following:

- documentation of a successful student project (e.g., an individual investigation or a research project that went on to be presented at a conference or published);

- documentation of learning using pre- and post-tests;

- external recognition of student success through awards, placements, etc.;

- use of outcomes-based teaching strategies with appropriate assessments

Table 2: Assessment of Teaching for Promotion and Tenure.

Rating	Definition	Accomplishments
Excellent	Highly successful, innovative teacher; provides leadership in the areas of instruction, advising, curriculum and/or assessment	- Excellent student and peer perceptions* AND - Seeks professional development opportunities** Plus at least two of the following: - Involvement in curricular design/review and/or assessment; - Substantial advising or mentoring of students outside normal office hours; - Documentation of student learning; - Documented application of professional development experience(s) to candidate's teaching; - Sharing of professional knowledge with colleagues through workshops or other methods.
Very Good	Successful, innovative teacher; participates actively in improvement of instruction, advising, curriculum and/or assessment	- Very good student and peer perceptions* AND - Seeks professional development opportunities** Plus at least one of the following: - Involvement in curricular design/review and/or assessment; - Substantial advising or mentoring of students outside normal office hours; - Documentation of student learning; - Documented application of professional development experience(s) to candidate's teaching; - Sharing of professional knowledge with colleagues through workshops or other methods.
Good	Successful teacher; seeks professional development	- Good student and peer perceptions* AND - Seeks professional development opportunities** Plus at least one of the following:

		• Advising or mentoring of students outside normal office hours; • Other evidence of continuous improvement in instruction, advising, curriculum and/or assessment.
Fair	Adequate teacher	• Adequate student and peer perceptions* AND • Consistently maintains normal office hours.
Poor	Poor teacher	• Poor student and peer perceptions* AND • Fails to consistently maintain office hours or otherwise demonstrates failure to perform teaching duties satisfactorily.

*Student perceptions are documented primarily through SSI scores and comments in relation to departmental norms; peer perceptions are documented primarily by departmental peer reviews; both student and peer perceptions may be documented through receipt of or nomination for a teaching award.

**This criterion is fulfilled when the candidate participates in a minimum of two professional development opportunities (as defined above) during the probationary period.

F. CITIZENSHIP

The category of citizenship includes a variety of activities that are not necessarily tied to one's special field of knowledge but that make significant contributions to the advancement of the educational, scholarly, or governance goals and missions of the University, Campus, College, Department, Community, or Profession. The following classifications provide examples of activities recognized as citizenship:

Departmental Citizenship:

- Membership or the chairing of Department committees, including service (as determined by the FAC) on *ad hoc* committees.

- Activities in support of departmental goals, such as director of study abroad programs, conference organizer, or other departmental endeavors including activities fostering student success.

- Service as Departmental Coordinator, Assistant to the Chair, or Acting Chair, except when given workload equivalencies.

University Citizenship:

- Membership or the chairing of College and University committees, including service on *ad hoc* committees.

- Membership or service as an officer of Faculty Senate.

Professional Citizenship:

- Professional service such as external referee or reviewer (e.g., refereeing for a journal or press, evaluating tenure/promotion candidates at other universities, agency panel reviewer, etc.).

- Officer of a professional body, service on state-wide advisory boards, service on national or international professional organizations.

- Pro bono work in a professional capacity for other universities or professional organizations.

- Service awards.

Community Citizenship:

- The pro bono dissemination of knowledge for the benefit of the broader community.

- Volunteer or outreach work that furthers departmental, college, or university missions.

Being an active and useful citizen of the Department, Campus, College, and University is expected and valued; however, service of any magnitude cannot be considered more important than a candidate's research and other

scholarly activity and instructional responsibilities. Expectations in citizenship for promotion to Professor are higher than for promotion to Associate Professor.

Table 3. Assessment of Citizenship for promotion and tenure.

Rating	Examples Corresponding to the Assessment Score
Excellent Citizenship	● Actively contributes at the unit, departmental, and College or University levels in ways that further the missions of these bodies; takes leadership roles; AND ● Serves the profession by acting as external reviewer, holding offices in professional organizations, or other means; AND ● Serves the community through outreach efforts; AND ● Meets basic obligations to unit and department.
Very Good Citizenship	● Actively contributes at the unit, departmental, and College or University levels in ways that further the missions of these bodies; AND ● Serves the profession or the community as described above; AND ● Meets basic obligations to unit and department.
Good Citizenship	● Makes solid contributions at the unit and departmental levels; some involvement at the college and/or university levels AND ● Meets basic obligations to unit and department.
Poor Citizenship	● Makes inconsistent and limited contributions at the unit and departmental levels; AND ● Often fails to meet basic obligations to unit and department.

G. POLICIES RELATING TO FULL-TIME NON-TENURE TRACK (NTT) FACULTY

1. PROCEDURES FOR OBTAINING AND FILLING NON-TENURE-TRACK POSITIONS

In consultation with the FAC, the Department Chairperson will establish need for any additional non-tenure-track faculty and draft a description of the position to be filled. The Chairperson will seek administrative authorization to fill the position; upon obtaining authorization, the Chairperson will post and advertise the position. The FAC will designate an *ad hoc* Search Committee which will work in close collaboration with the Department Chairperson and the FAC. The Search Committee will establish more specific procedures suited to the position and the candidates, if need be. If possible, the Chairperson and (an) appropriate delegate(s) will conduct preliminary interviews.

Evaluation of dossiers and interviewees will focus on the characteristics directly related to matters specified in the position description. This evaluation will result in a list of finalists who will be invited to campus to teach a class appropriate to the position and to participate in a formal interview with the Search Committee and other University representatives and officials as may be appropriate. Following the interviews, the Search Committee will make its recommendation to the Department Chairperson. The Chairperson will forward this recommendation to the Dean. If, however, the Chair finds the Search Committee's recommendation unsatisfactory, a joint meeting of the Search Committee and the FAC will be called for discussion and resolution.

The Chairperson will be responsible for keeping candidates apprised of their status from the initial inquiry until an appointment, if any, is made. In the case of an affirmative decision, the Chairperson issues an Offer of Appointment specifying the effective date, academic rank, campus, anticipated salary, and instructional and related assignments equivalent to 15 credit hours per semester or 30 hours for the academic year.

2. FULL-TIME NON-TENURE TRACK FACULTY (NTT) APPOINTMENTS

Full-time non-tenure track faculty (NTT) appointments are made on an annual basis (see Section 3. G. of this Handbook). NTT appointments are not included under the umbrella of the University policy and procedures regarding faculty tenure (see University Policy Register 6-14) and NTT faculty members are not entitled to any rights with regard to tenure.

3. RENEWAL OF APPOINTMENT

Appointments for full-time non-tenure track (NTT) faculty are governed by the applicable CBA and are made annually. Renewal of appointment is contingent upon programmatic need, satisfactory performance of previously assigned responsibilities, and budgeted resources to support the position.

4. PERFORMANCE REVIEW

All faculty are required to undergo student evaluations for every course taught; in addition, new faculty in the first three-year term of appointments undergo at least one faculty peer evaluation per year, and faculty in the second three-year term of appointments undergo one peer evaluation during that three-year period, while faculty who have completed two full performance reviews will undergo at least one such review before standing for a promotion to the next rank. All peer reviews will be shared with the faculty member in a timely manner and the faculty member will have an opportunity to discuss the review with the peer reviewer and/or the chair, if desired. Faculty members are expected to address the results of peer reviews in the narratives submitted for performance reviews.

Guidelines for the submission of materials for Full Performance Reviews in the Spring semester of the third consecutive year of appointment and for the timely conduct of the review process will be issued annually by the Office of Faculty Affairs; criteria and procedures for Performance Reviews are detailed below.

After nine years of consecutive appointments, and every three years thereafter, bargaining unit members shall undergo a simplified performance review following the procedures and timelines issued by the Office of Faculty Affairs. Members will electronically submit to the Chair a vita, summaries of student surveys of instruction, if applicable, and a narrative of the past up to five pages in which the faculty member describes her/his professional activities during the past three years. The Ad Hoc Renewal of Appointment committee will discuss this material and the faculty member's peer evaluation(s) (if applicable) and will make a recommendation to the Chair.

For Full Performance Review, the candidate submits to the Chair a file documenting performance in all areas of responsibility covered by the appointment. The file shall include, but not be limited to, the following materials:

a. all student evaluations, including unedited written comments, from the review period;

b. all peer evaluations submitted within the review period;

c. a portfolio of teaching materials, tests, graded papers, and syllabi documenting that course content and teaching methods are current and consistent with Department practices;

d. a self-study narrative articulating the candidate's philosophy of language teaching, goals for each course taught, difficulties and concerns arising from in-class experience, and strategies and plans for addressing them; and

e. any additional materials which the candidate deems suitable, such as unsolicited student comments and notes, documentation of student success in subsequent courses, conference participation, publications, grant activity, and/or documentation of Department service and relevant community service.

The Ad Hoc Renewal of Appointment Committee conducts reviews employing the following criteria:

a. quality of teaching as demonstrated by positive student evaluations (summary sheets and unedited comments) in relation to Department norms;

b. quality of teaching as documented by positive peer evaluations (where applicable) which indicate consistent success in such matters as class preparation, instructor use of class time, clarity of assignments and explanations, sustaining student interest, establishing class rapport, conducting the class in the target language (where appropriate);

c. appropriateness of the self-study for the Departmental mission in teaching languages and cultures;

d. effectiveness of the candidate, where appropriate, in participating in Department life, representing the Department to groups outside the University, preparing students for subsequent courses in the language sequence, etc.

and (if the candidate is undergoing Full Performance Review):

e. currency of materials included in the teaching portfolio as documented by up-to-date approaches to language teaching (e.g., innovative methods, computer and technological applications) and course content (e.g., language as currently spoken and written in the host countries) which are compatible with Departmental approaches;

As part of the review process, the Renewal of Appointment Committee may invite the candidate and other appropriate faculty members (e.g., Pedagogy Coordinator, faculty teaching in the same language) for an interview. Each member of the Renewal of Appointment Committee will submit a brief written evaluation of the file and cast a written ballot, voting either for or against further renewal of appointment. The members cast their votes fully aware that renewal of appointment is ultimately contingent on the availability of Department funds to subsidize the position and/or the programmatic need for continuing the position, as well as satisfaction with the candidate's performance. The Chair takes the votes and summaries under advisement and writes a memo to the College Dean summarizing the vote and evaluative comments, with a copy going to the candidate. In the memo the Chair recommends either for or against renewal of appointment, stating the reasons and rationale for his/her decision within the context of the assessment of the candidate's performance, programmatic/instructional staffing needs of the Department, and fiscal and budgetary constraints affecting staffing.

5. ACCESS TO TENURE

Full-time non-tenure-track faculty may apply for any tenure-track position in the Department which becomes available and for which they qualify. They will compete on an equal standing with other qualifying candidates and without prejudice to the non-tenure-track position currently held.

H. STUDENT EVALUATIONS OF INSTRUCTION

General Principles Concerning the Evaluation and the Use of Results

Students in every class offered by the Department will evaluate their instructor near the end of each semester using a questionnaire provided by the University. This questionnaire includes questions developed by the Department. In order to provide a basis for a meaningful comparison of results among similar courses, each class to be evaluated will belong to one of several norming groups. The Curriculum Committee will develop and periodically review a plan for the number and construction of these groups.

On the day of evaluation, the instructor will distribute the materials, select a student to collect them, and leave the room without further comment. The student will collect the materials, seal the questionnaires in the envelope provided, and deposit all materials promptly in the Department office.

Results of Student evaluations are part of the public record and may be used in reappointment, tenure and promotion decisions, performance evaluations for NTT faculty and part time faculty, evaluations for Faculty Excellence Awards, and other personnel evaluations as appropriate.

Directions to the Instructor for Administering the Student Evaluation of Instruction (SEI)

1. The Student Evaluation of Instruction questionnaire is to be completed by students in your class during the last two weeks of each fall and spring semester and near the end of each summer session. It is **NOT** to be administered

during the portion of the semester or summer session allotted for the final examination. Please follow any additional instructions from the Department Chairperson.

2. Set aside approximately 15 minutes of class time for this activity, and be sure to provide your students with No. 2 pencils from the Department office.

3. Unless the task has been assigned to another person, ask for a student volunteer from the class to administer the survey and return the packet and pencils to the Department office immediately afterward.

4. Write the section number and norming group indicated below on the board.

<div align="center">Section Number: Norming Group:</div>

5. Distribute the questionnaires and pencils, and ask the students to complete the survey as accurately and honestly as possible.

6. Leave the room without further comment.

I. DOSSIERS AND VITAE FOR PERSONNEL REVIEWS: GUIDELINES

1. *CURRICULUM VITAE*

All faculty members are responsible for providing the Department with a current *curriculum vitae* in a standard form. When submitted as documentation for reappointment, promotion, or tenure, however, the *curriculum vitae* should include the following items as appropriate:

a. General information: name, address, telephone number.

b. Educational background: institutions, degrees, dates of attendance, thesis/dissertation title(s) and name(s) of director(s), assistantships and/or fellowships, awards, recognitions, honors.

c. Non-academic work experience: titles, ranks, positions, etc., names of employers and dates of employment, time in each position, total years of experience other than academic.

d. Academic experience: present rank at KSU followed by other ranks at KSU, together with time in each rank, time in each rank elsewhere, total years of service at KSU, total years of service elsewhere, graduate faculty status.

e. Scholarly productivity and research (briefly annotated): books, chapters in books, articles (indicate whether invited, refereed or non-refereed), translations, textbooks, edited books, review articles, reviews, notes, proceedings articles, essays, software, data files, contributions to electronic journals, journal editorship, management of professional electronic listserv, unpublished translations and technical reports, papers read at professional meetings, refereeing for a scholarly journal or press, thesis or dissertation (co-)direction or committee membership, creative accomplishments (e.g., published original compositions, play production, etc.), research accepted for publication or in progress, grant proposals submitted and/or obtained.

f. Teaching: summary of courses taught, summary of student teaching evaluations, teaching recognition, awards.

g. Citizenship: summary of service to the Department, College University, or Community, including committee membership (including chair or other position), administrative assignments, student advising and other activities, community service.

2. DOSSIER

Candidates for reappointment, tenure, and/or promotion will provide the Department with a complete dossier which includes a current *curriculum vitae* and full documentation, properly and clearly organized and indexed. While the contents of this dossier are described in detail in each year's Reappointment, Tenure and Promotion Guidelines, the Department expects candidates to include the following items as appropriate:

a. Current *curriculum vitae.*

b. Department statement of criteria governing assessment of candidates for reappointment, tenure, or promotion.

c. Chairperson's evaluation of the candidate's performance with respect to the various forms of scholarship; the Chairperson will include copies of all reappointment review letters and the original offer of appointment (in the instance of Regional Campus faculty, the Regional Campus Dean will forward the appropriate materials to the Department Chairperson prior to the deadline).

d. Candidates for tenure or promotion must submit to the Chairperson the names of five qualified individuals outside the University who will provide letters evaluating the candidate's research and service to the discipline; accompanying the names will be a brief biographical sketch of each referee which may be drawn from entries in standard biographical sources. The Chair may also solicit additional letters from referees outside the University but must inform the candidate of the identity of these individuals. All referees must be informed that their letters will be available to the candidate and to review committees and administrative officers.

e. Documentation of teaching, including peer reviews and assessments by colleagues at KSU and elsewhere not on the committee, summary of student teaching evaluations with comparison to department norms for courses at the same level of instruction, summary of administrative evaluations, Chair's summary statement, Dean's summary statement, teaching awards or other recognition, academic advising and counseling experience, and evaluations.

f. Documentation of scholarly publication and research, including refereed research and scholarly publications, including books, articles, chapters in books, reviews, technical reports, monographs, textbooks; non-refereed scholarly publications; record of work cited in other publications; papers presented with indication of whether invited or refereed; creative accomplishments, including published compositions and play productions (provide program); awards, recognitions, and honors; grant proposals submitted and grants awarded; direction and co-direction of theses and dissertations; service on thesis or dissertation committees; instructional resource development.

g. Documentation of University, professional, or public service, including committee or administrative assignments, student advising and counseling beyond a normal assignment, student recruitment, teaching or consulting outside the department, assistance with workshops, clinics, and conferences; lectures, papers, etc., and other awards and recognition.

4. CRITERIA, PERFORMANCE EXPECTATIONS, AND DEPARTMENT PROCEDURES RELATING TO FACULTY EXCELLENCE AWARDS

Merit Awards are established pursuant to the applicable CBA. Procedures and timelines for determining Merit Awards for any given year shall be conducted in accordance with guidelines issued by the Office of the Provost. The TT CBA requires that each academic unit develop evaluative criteria and relative weighting of the three broadly defined areas of demonstrated Faculty excellence to be recognized through Merit Awards: Teaching, Research/Creative activity, and Service. For the purpose of Merit Awards, the relative weighting is as follows: Teaching 33.33%, Research/Creative activity 33.33%, and Service 33.33%.

A. MERIT AWARDS: CRITERIA AND PROCEDURES

Merit Awards constitute recognition of a faculty member's distinguished contributions to the mission of the Department, i.e., a contribution which clearly reaches beyond the normal expectations as indicated below. The Department FAC will meet at a time designated by the Chairperson to consider and rank applicants for Merit Awards separately in each of the three categories. In order to be eligible for consideration, faculty must have on record teaching evaluations for all courses taught during the period involved, including summers. If and when "thresholds" are mandated by the higher administration and/or the CBA, the FAC will develop the necessary criteria. The time period for each merit review is established by the University administration and/or the CBA.

Each candidate for a Faculty Excellence Award completes and submits an application form which has been devised and approved by the FAC and accompanied by an updated *curriculum vitae* annotated according to instructions. Candidates must specify the area(s) in which they are applying for an award.

When submitting materials for merit consideration in the category of Scholarship, candidates must provide a copy of the published scholarship together with documentation clearly indicating (1) the specific Departmental category for each item presented (e.g., scholarly book, proceedings article, translation, conference paper, etc.), and (2) that the item was refereed or a reprint. Examples of such documentation may include a photocopy of an acceptance letter indicating a peer-review process, photocopy of readers' reports, photocopy of the journal's editorial policy indicating a peer-review process, copy of unsolicited letter of invitation to contribute to a refereed journal or press, etc. For cases requiring further clarification, the FAC may request that the candidate provide additional documentation verifying the refereeing status of the items presented.

Candidates will submit evidence of their performance with respect to the criteria as follows:

1. TEACHING/UNIVERSITY CITIZENSHIP

A. TEACHING/ADVISING

The following are examples of teaching excellence:

- Positive student evaluation scores in relation to Departmental norms and by teaching awards or nominations.
- Significant and major involvement in creating and developing new courses which meet the Department's mission and address the expressed needs of Departmental initiatives.
- Direction to completion of M.A. theses, honors theses, translation/pedagogy projects, individual investigations, and other individual supervision of students when such direction does not constitute a formal part of the faculty member's workload.
- Advising of students, advising in the PASS program, and serving as faculty advisor to student organizations.

B. UNIVERSITY CITIZENSHIP

The following are examples of university citizenship:

- Membership on Department, College, and University committees, including service (as determined by the FAC) on ad hoc committees, and the chairing of such committees.
- Service as Departmental Coordinator, Assistant to the Chair, or Acting Chair, except when given workload equivalencies.
- Activities in support of Departmental goals, such as director of study abroad programs, conference organizer, and other Departmental endeavors.
- Community and professional service such as external referee or reviewer (e.g., refereeing for a journal or press, evaluating tenure/promotion candidates at other universities, agency panel reviewer, etc.), offices held in professional organizations, and service awards.

2. SCHOLARSHIP

The Department encourages faculty to engage in all professional activity beyond the classroom which contributes to the mission of the Department. Some possibilities include:

- Books and monographs of original research published by university presses or other peer-refereed publishers; chapters in books, likewise refereed; scholarly articles in refereed journals.
- Translations (of books, poems, essays, chapters, or articles) accompanied by original scholarship in the form of a scholarly introduction, commentary, and/or notes, either as prefatory material or as a separate

publication. The scholarly dimension of such a translation may also involve the establishment of an authentic text via comparison of manuscripts, editions, the construction of a stemma, the scholarly treatment of textual questions, etc.

- Bibliographies published by university presses, professional scholarly organizations, or in peer-refereed journals. Such bibliographies, in order to be considered "scholarly," must clearly demonstrate the author's own scholarly contribution and mark an advancement in the discipline.
- Textbook; edited book; journal editorship; book reviews.
- Grants and awards received in recognition of scholarship; awards by external agencies which promote and recognize scholarly achievement; grants awarded to the Department or the University for the purpose of conducting seminars, institutes, workshops, etc. This does not include such grants as: travel; publication and offprint subvention institute stipends; UTC awards for travel, seminar participation, equipment, etc.

5. OTHER DEPARTMENT GUIDELINES

A. PREAMBLE

This department handbook (hereinafter "Handbook") contains the official operational policies and procedures for the Department of Modern and Classical Language Studies (hereinafter "Department") within the College of Arts and Sciences (hereinafter "College"). The policies and procedures contained in this Handbook shall not conflict with any University, Administrative, and Operational Policy of Kent State University, any applicable CBA, or any federal, state, and local law.

B. MISSION OF THE DEPARTMENT

The diverse goals of the Department of Modern and Classical Language Studies are unified by the common thread of language. The languages and cultures which we embrace are ancient and modern, Eastern and Western, traditional and non-traditional.

MCLS faculty pursue research, teaching, and outreach organized around three main functional areas in world languages: Literature/Culture, Pedagogy, and Translation. Programs are offered at the Baccalaureate and graduate levels. The department also serves University-wide curricular needs through lower-division instruction in numerous languages and through other courses that serve as the foundation of a liberal education. Through its curriculum, disseminated research, study abroad programs, and volunteer international activities, the Department helps the University meet its goals for outreach in the diverse communities of Ohio, engagement with the global community, cultural diversity on the campus, and preparation of a workforce equipped to serve beyond national boundaries.

C. EMPLOYMENT POLICIES AND REGULATIONS

1. FACULTY APPOINTMENTS

Normally, an earned doctoral degree in a related discipline is required for all faculty appointments to a tenure-track position in the Department. Postdoctoral experience is preferred.

2. FACULTY RANKS

The basic faculty ranks are the following:

A. INSTRUCTOR

This rank is intended for persons initially hired with a master's degree. Normally, the Department does not hire at the rank of Instructor except for full-time non-tenure track (NTT) faculty positions.

B. ASSISTANT PROFESSOR

This rank is normally the entry level rank for tenure-track faculty holding the doctorate in an appropriate discipline.

C. ASSOCIATE PROFESSOR

Hire to or promotion to this rank presumes prior service as an Assistant Professor, significant academic achievements, and possession of the doctorate in an appropriate discipline (see Section 3 of this Handbook).

D. PROFESSOR

Promotion to this rank requires credentials and achievements beyond those required for promotion to Associate Professor and is reserved for senior faculty members who have achieved significant recognition in their discipline (see Section 3 of this Handbook).

E. RESEARCH ASSOCIATE AND RESEARCH ASSISTANT

These ranks are reserved for individuals who are engaged in research and who are not normally assigned teaching responsibilities. Such positions are typically supported by extramural grant funds and are not tenure-track appointments. Faculty who hold these ranks do not vote on Department committees and do not participate in Department governance.

F. ADJUNCT FACULTY APPOINTMENTS

These appointments are held primarily by faculty from other institutions or persons on the staffs of community-based agencies and organizations. Adjunct faculty appointments are made at the discretion of the Chair in consultation with the FAC. Adjunct faculty members do not vote on Department Committees and do not participate in Department governance.

G. VISITING FACULTY APPOINTMENTS

Visiting faculty appointments at an appropriate faculty rank may be made when leaves of absence occur or special needs arise and funds are available. A visiting faculty member is typically a faculty member from another institution who is employed by the Department for a period not to exceed one (1) year. In the event that a Visiting faculty member is employed in that capacity for a second consecutive year, the visiting faculty member will then become a full-time non-tenure track (NTT) faculty member.

H. PART-TIME FACULTY APPOINTMENTS

When the Department cannot meet its teaching needs from the ranks of its full-time tenured and tenure-track faculty, full-time non-tenure track (NTT) faculty and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the University.

All instructors teaching on a part-time basis are appointed on contract semester by semester from a pool of qualified individuals. Candidates for the pool write a letter of interest, either in response to an advertisement placed by the Department in the University Job Opportunities listings and the local/regional media, or as an inquiry about a position. In addition, candidates submit an official copy of a university transcript attesting at least the

equivalent of a master's degree, together with a curriculum vitae/resume and three letters of recommendation regarding their teaching ability. Under certain circumstances a significant and distinguished teaching record in public or private schools can mitigate the requirement for a Master's degree. The Chair will consult with the functional unit or sub-unit involved to determine a candidate's eligibility for the part-time pool. Candidates must also demonstrate proficiency in the target language and potential for excellence in teaching. Since part-time instructors normally teach elementary and/or intermediate language courses, the file submitted will be reviewed by members of the language unit, and the candidate will be interviewed by one or more members of the Department to verify language skills and suitability for the position. As need arises, a contract will be issued to teach one or more courses in a given semester. Salary will be computed according to the department salary scale for part-time instructors when possible, but may be adjusted in cases of special expertise, superior qualifications or other situations as determined by the Chair.

Part-time instructors will be reappointed and contracts issued for any subsequent semester based on Department need and the instructor's satisfactory performance as determined by a combination of student evaluations, peer reviews and review by the appropriate area coordinator(s). Part-time instructors are expected to maintain teaching excellence and to adhere to all University, College, and Departmental policies and regulations regarding instruction and evaluation of student work.

Whereas the governance roles of tenure-track and non-tenure-track faculty are regulated by their respective Collective Bargaining Agreements, no such University-wide basis exists for part-time instructors.

I. GRADUATE FACULTY STATUS

As a graduate degree granting department, the Department normally requires that all faculty hired for tenure-track positions be eligible for appointment to the graduate faculty as associate or full members. The Administrative policy regarding graduate faculty is included in the University Policy Register (see University Policy Register 6-15.1).

D. FACULTY CODE OF ETHICS

All members of the Department faculty are expected to maintain the highest ethical standards as teachers, scholars, university citizens, and colleagues. The University policy regarding faculty code of professional ethic**s** can be found in the University Policy Register (see University Policy Register 6-17).

E. TEACHING OUTSIDE THE DEPARTMENT, OUTSIDE EMPLOYMENT, AND OTHER OUTSIDE ACTIVITIES

The Department has first claim on 12 hours of each faculty member's time per semester. Honors Courses are recognized as part of the regular offerings of the Department; Arts and Sciences Courses, Experimental Courses, Interdisciplinary Courses, and Workshops offered through the Office of Continuing and Distance Education may be counted as part of a faculty member's teaching load with the permission of the Chairperson and the Dean of the College. Units considering the offering of distance learning courses, honors courses, Arts and Sciences courses, interdisciplinary courses, Continuing Studies workshops, and the like are expected to consult first with the Department Chairperson rather than undertaking any negotiations or consultations on their own with individuals outside the Department.

Faculty members may engage in professional activities outside the university provided the activities do not interfere with the faculty member's teaching, research, or service responsibilities to the Department, Campus, College, or University (see University Policy Register 6-24). These activities must not compete with University activity or the faculty member's employment with the University and must be approved in advance by the Chair and the Dean. Each academic year, each faculty member must disclose and seek approval for all outside employment or other

outside activities on the form provided by the University. Any outside employment or other outside activities are subject to the Faculty Code of Ethics and the University's conflict of interest policies (see University Policy Register 6-17 and 6-23).

F. COPYRIGHT RESTRICTIONS

All faculty members should be aware of current copyright laws which restrict the copying of published materials. For further information, contact the University's Office of Legal Affairs.

G. ACADEMIC MISCONDUCT

The University policy regarding misconduct in research and scholarship and the Administrative policy and procedures regarding allegations and instances of misconduct in research and scholarship are included in the University Policy Register (see University Policy Register 10-07 and 10-07.1).

H. HANDBOOK MODIFICATION, AMENDMENT, AND REVISION

The implementation, modification, amendment, and revision of this Handbook is governed by the applicable CBA. The Department faculty will review and update this Handbook, as needed, but at least every three (3) years. Suggestions for modifications or amendments to the Handbook may be initiated at any time by the Chair or by any faculty member. Proposed modifications or amendments are subject to discussion, revision, and recommendation by the FAC. Should the FAC determine that any section, or indeed the entire Handbook, requires revision, it may charge an *ad hoc* subcommittee from the Department with the task of developing the needed revisions within a reasonable time. Upon approval by the FAC, these revisions will be submitted to the Department faculty for approval. If the Chair concurs with a proposed modification, amendment, or revision, the Chair will recommend the change(s) to the Dean. The revised section(s) or Handbook can take effect only upon approval of the Dean. In reviewing this Handbook, the Dean may request revisions before lending final approval. If these revisions are not adopted by the Department, the Dean shall consult the CAC with regard to the provision(s) in dispute before making a final determination and certifying final approval of the Handbook. Further, the Dean may direct that the Handbook be modified, amended, or revised to reflect changes in College or University policy.

I. CURRICULAR POLICIES

1. Individual Investigation. Individual Investigation is offered to give the undergraduate student experience in planning and outlining a course of study on his/her own initiative under Departmental supervision; Research serves the same function at the graduate level. Individual Investigation and Research should deal with either a special interest not covered in a regular course or the exploration in much greater depth of a subject presented in a regular course. To be eligible for Individual Investigation, a student should have an overall GPA of 2.80, a GPA of 3.0 or better in the major, and have completed six (6) upper-division hours of coursework in the area involved in the project; Research requires a GPA of 3.2. This requirement may be waived in exceptional cases, when approved by the Department Chairperson. An eligible student desiring to register for an Individual Investigation or Research course must first obtain an instructor's consent to guide the project and submit the appropriate form to the Department Chairperson. Having secured these prior approvals, the student will be given permission to register for this course in the same manner as with any other course. At the conclusion of the course, the instructor will deposit with the Department a copy of the student's project. Work is evaluated with a letter grade; a grade of IP is possible.

2. Testing. It is expected that material tested will have been covered in class or otherwise clearly assigned for student study. In the event that an instructor finds it appropriate to test individual students or an entire class for a second time on any portion of the course work, a new test will be constructed for the purpose.

3. Credit by Examination. It is University policy that a student who can demonstrate knowledge in a particular subject area may establish credit in certain courses by taking a special examination through the Department. Course offerings have been divided into three categories pertaining to Credit by Examination, namely generally

available, available only with Departmental permission, and not available. The first four courses at the introductory and intermediate levels of world languages are available for Credit by Examination without Departmental approval; University restrictions regarding student eligibility apply. Students should seek the advice of instructors to establish whether their background is adequate to attempt Credit by Examination at a particular level. The Department follows the procedures and eligibility criteria outlined in the Kent State University Catalog, which students should read carefully before pursuing credit by this means. Application forms to undertake Credit by Examination may be obtained at the Office of Academic Testing Services.

4. Transfer Credit. Credit will be accepted from accredited institutions, both foreign and domestic. Students should secure approval prior to attendance at another institution, obtaining Transient Data forms at the College Office. It is the student's responsibility to provide official transcripts of such work as well as evidence of the competence and knowledge achieved in the program. The Assistant to the Chair is responsible for overseeing evaluation of such work.

5. Language placement (adopted October 2009). For all languages at the lower-division instruction level, students may achieve placement into a desired course by scoring appropriately on a department-approved placement test. If no placement test has been adopted for these purposes, the final examination of the course immediately previous in the sequence will serve as the placement test.

Such placement "counts" toward fulfillment of the College foreign language requirement but does not earn credits. Credit by Exam (CBE) options are available in many languages. The department strongly recommends that students with previous language experience take advantage of CBE opportunities when available.

6. Curriculum Review. It is the responsibility of the Curriculum Committee to conduct a periodic review of the Departmental Curriculum, course offerings, programs, and curricular policies to determine their effectiveness in meeting the mission of the Department.

7. Textbook Selection (applies to Core courses and courses with more than 200 enrolled annually) [adopted Feb 2012]. Textbooks for large enrollment sections are selected by the full-time faculty responsible for the program and course through a consultative process that includes all instructors currently teaching the course. The required textbook/materials for each applicable course should be reviewed at least once every five years. Factors to be considered when selecting a textbook and/or reviewing the value of current textbooks include the following:

- How well do the textbook/materials support the stated learning outcomes for the course?

- How often do students and instructors use the textbook/materials currently required?

- How do students and faculty rate the textbook/materials currently required?

- How do the textbook/materials affect preparation and grading time for instructors?

- What is the price of the textbook package relative to other options?

- Can the textbook/materials be used for more than one course in a sequence?

- What level of quality and how many useful resources does the textbook/package offer?

J. DEPARTMENTAL STATEMENT ON MENTORING (ADOPTED OCTOBER 2007)

This message is intended to communicate to new faculty and mentors the expectations for mentoring in Modern and Classical Language Studies. Mentoring is an important part of the process leading to tenure and promotion. Mentoring can also help new faculty members become adjusted to departmental, college, and university procedures more quickly, and can play an important role in helping faculty fully develop their teaching and research potential.

Initial Assignment and Meetings: The department assigns one or occasionally two mentors to each new faculty member immediately after they are hired, and provides the mentor's contact information to the new faculty member. The mentor(s), however, are expected to initiate a first meeting early in the first semester and may wish to contact the faculty member before they arrive to welcome them to the department and answer any questions.

New faculty are encouraged to bring to the mentor's attention the specific issues with which they need assistance. Much mentoring also takes place on a less formal basis without the need for a special meeting.

All initial mentoring assignments expire after the first semester. At that time, a permanent mentor or mentors will be assigned. The new faculty member is encouraged to provide input into the selection of the mentor(s).

Mentoring after the first semester: There is no set requirement for the number of meetings, but a <u>minimum</u> of once per semester is recommended for the first two years. Also strongly recommended is one meeting immediately before the first full reappointment file is submitted, and before the submission of the tenure file.

Mentoring Topics: Each new faculty member has different needs and would prioritize the following list differently. During their first meeting, mentors and "mentees" may want to discuss which of the topics on this list need coverage. If the mentor or mentee realizes at any point during the process that additional assistance is needed in a particular area, either should feel free to request that a second mentor be assigned.

- file preparation and reappointment/tenure/promotion in MCLS
- research: commenting on written work, where to submit articles, how to prepare and submit grant applications, etc.
- teaching: advice on handling issues with students, teaching techniques, etc.; issues related to advising
- other specific policies and procedures, such as computers, travel money, research leaves, and merit pay procedures
- how the University works (faculty governance structure, College- and University-level opportunities for citizenship)
- orientation to Kent and Northeast Ohio; assistance *before* arriving at KSU

APPENDIX A. GRADUATE FACULTY CLASSIFICATION CRITERIA AND APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

(Revised and approved October 2009)

Graduate Faculty are either Associate Members (A) or Full Members (F) who (1) may teach graduate courses and serve on master's committees; (2) may direct master's theses; (3) may serve on doctoral committees and (with Departmental approval) co-direct doctoral dissertations; (4) may direct doctoral dissertations. Combinations possible for faculty in the Department of Modern and Classical Language Studies are A1, A2, F3, and F4. Also possible is the Temporary Associate Member who is appointed for a specific, limited purpose such as teaching a special course or serving on a particular master's or dissertation committee.

The University conducts a review of all Graduate Faculty every five years. An individual faculty member may, however, apply for a change of graduate faculty status before the end of the five-year period. All faculty members who desire new or continuing membership in the Graduate Faculty must submit a Departmental "Application for Graduate Faculty Membership" form (see below) to the Chairperson. On this form, faculty will provide information based on the criteria below and apply for classification in the corresponding category.

Modern and Classical Language Studies

Criteria for the Five Categories of Membership on the Graduate Faculty

For all categories:

      a. Possession of the Ph.D. or other terminal degree in the appropriate language and/or discipline; and

b. Potential for quality teaching at the undergraduate level, and the graduate level, for new members of the graduate faculty; evidence of quality teaching at the undergraduate, and especially at the graduate level, for continuing members of the Graduate Faculty.

c. The qualifications appropriate to each respective category.

1. A1: May Teach Graduate Courses and Serve on Master's Committees

Evidence of an active program of research and scholarship in the areas itemized in Section 3. D. of this Handbook or evidence of pertinent professional experience. With regard to a research program, the work must either carry the **potential** for publication for untenured faculty or, for tenured faculty, have resulted in actual publication. A representative case would be two refereed published articles, book chapters, or creative works within a five-year period, or other forms of scholarly activity, such as competitive extramural grant activity (funded or unfunded), as described in this Handbook (see below.) In the case of pertinent professional experience, the experience must be directly related to the area of the graduate course or courses to be taught.

2. A2: May Direct Master's Theses

Evidence of an active program of research and publication during the last five years. A representative case would be three refereed published articles, book chapters, or creative works within this time period, or other forms of scholarly activity, such as competitive extramural grant activity (funded or unfunded), as described in this Handbook (see below.)

3. F3: May Serve on Doctoral Committees, and (with Departmental Approval) Co-direct Doctoral Dissertations

Evidence of an active program of research and publication that has resulted in national visibility during the last five years in the areas itemized in Section 3. D. of this Handbook. A representative case would be five substantial refereed published articles, book chapters, or creative works within this time period, plus several other forms of scholarly activity, such as competitive extramural grant activity (funded or unfunded), as described in this Handbook (see below.)

4. F-4: May direct doctoral dissertations

Evidence of an active program of research and scholarly activity that has resulted in significant outcome and international visibility during the last five years in the areas itemized in Section 3. D. 2. of this Handbook. A representative case would be the publication of a minimum of seven refereed articles, book chapters, or creative works within this time period; or a refereed scholarly or creative monograph; or a refereed translation of a scholarly book or book-length translation of a creative work; or electronic content deemed equivalent to any of the above; or other significant research; plus several other forms of scholarly activity, such as competitive extramural grant activity (funded or unfunded), as described in this Handbook (see below).

5. Temporary Associate Membership: May Teach a Graduate Course, Serve on a Master's Thesis or Doctoral Dissertation Committee, and Co-direct a Master's Thesis or Doctoral Dissertation. This category is solely for adjunct and non-tenure-track faculty.

Evidence of an existing program of research and scholarship in the areas itemized in Section 3. D. of this Handbook or evidence of pertinent professional experience. In the case of pertinent professional experience, the experience must be directly related to the area of the graduate course or courses to be taught.

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name:

Date:

Degree   Year Conferred   Discipline   University

For all following categories, please include only information which dates between March 31, 2xxx and April 1, 2xxx [appropriate five-year period specified].

Teaching at Kent State University

A. List, by academic year, all graduate courses which you have taught over the past five years. Include cross-listed courses.

AY 2xxx-xx:

AY 2xxx-xx:

AY 2xxx-xx:

AY 2xxx-xx:

AY 2xxx-xx:

B. Evidence of Quality Teaching at the Undergraduate and Graduate Levels

N.B.: Before completing this section, please refer to Section 3. H., Student Evaluations of Instruction, in the Department Handbook.

Aside from student evaluations, cite evidence of quality teaching (e.g., nominations for teaching awards, development of new courses, participation in special curricular activities, program development, teaching grants, mentoring of students, recruiting majors, special advising activities, etc.).

Research and Scholarly Activity

N.B.: Before completing this section, please refer to Section 3. D., Scholarship, in the Department Handbook. List all items in reverse chronological order.

A. Refereed Publications

For each item, indicate the type of publication (e.g., scholarly book, article, chapter in book, translation, bibliography, textbook, edited book, co-edited or co-authored book, monograph, book review, computer software, electronic journal, videotape, creative writing, etc.). Provide complete bibliographical information (date, publisher, volume number, pages, etc.)

B. Non-refereed Publications

C. Grant Activity

List, with dates, all intramural and extramural grant applications which you have submitted within this time period. Indicate (1) the title of the project, (2) the name of the granting agency, (3) the amount of the grant sought, (4) your involvement (e.g., principal investigator), and (5) whether the application was "funded" or "not funded."

D. Scholarly Consulting Work

List your service to the scholarly community as a referee or editor for a journal, consultant for a press, reviewer for candidates for promotion or tenure at other universities, etc.

E. Presentations at Professional Meetings

1. Refereed Abstracts

List the titles of papers you have presented to professional organizations. Include panels in which you have participated.

Date   Title of Paper   Name of Organization

2. Invited Presentations

List the titles of presentations which you have been invited to make. Include panels on which you have been invited to participate.

Date   Title of Presentation   Name of Organization

F. Direction of Master's Theses

List only theses for which you were the principal director

Student's Name   Title of Thesis   Date Completed

G. Membership on Master's Thesis Committees

List only theses for which you served as a member of the thesis committee.

Student's Name   Title of Thesis   Date Completed

H. Co-direction of Dissertations

List only dissertations for which you served as co-director.

Student's Name   Department   Title of Dissertation   Date Completed

I. Membership on Doctoral Dissertation Committees

List only dissertations for which you served on the dissertation committee

Student's Name   Department   Title of Dissertation   Date Completed

J. Other Scholarly Accomplishments and Activity

List any scholarly activities, awards, or recognitions which are not included above.

Faculty Signature

After reviewing the Departmental criteria for Graduate Faculty membership and itemizing the pertinent activities and accomplishments, I apply for classification in the following category (circle one):

A1 (may teach graduate courses and serve on master's committees)

A2 (may direct master's theses)

F3 (may serve on doctoral committees and, with Departmental approval, co-direct doctoral dissertations)

F4 (may direct doctoral dissertations)

Temporary Associate Member

_____
(Signature)

Examples of Scholarship in MCLS: The following list gives examples of the range of publications that count as "scholarship" in MCLS.

Examples of Scholarship in Language, Literature, and Culture include but are not limited to: books, edited books, and articles that expand existing knowledge in literary studies, cultural studies, philology, textual criticism, second language acquisition and related disciplines. Examples include original criticism and analysis of literary or popular texts, films, or other visual or aural media; studies of the relationship between texts and their historical and cultural contexts; studies of material culture and its relationship to other aspects of a given culture; studies dealing with linguistic and philological questions in individual texts or parts of texts; quantitative or qualitative studies of issues in language acquisition. Scholarship also includes the integrative work involved in interpretations of literary texts, films, other visual and aural media, or material culture according to psychological, sociological, historical, or philosophical perspectives; studies that use comparative techniques or combine methods from more than one discipline; synthetic studies that draw upon existing scholarship to summarize the state of an issue or problem in a given field.

Applied scholarship in Language, Literature, and Culture includes but is not limited to: studies in language, literature, culture, linguistics, or language pedagogy applied to such non-academic matters as business, economic issues, social problems, and political activity; projects, events and programs that target audiences outside the academy (such as elementary or high school students, employees of a business, or self-selected members of the general public) and increase awareness of linguistic and cultural diversity; public readings, film presentations or exhibits organized around societal issues relevant to cultural diversity and/or the global community;

language/cultural immersion projects; outreach projects that address awareness of cultural and/or linguistic diversity.

Examples of Scholarship in Pedagogy include but are not limited to: books, edited books, and articles that expand existing knowledge as it relates to the world language classroom and instruction in world languages. Examples include development of new methodologies and theories; creating infrastructures for future instruction and theories; implementation of new or innovative teaching strategies in the classroom; making private teacher knowledge public; case studies; quantitative and qualitative empirical studies; action research; critical evaluation and testing of learning strategies; critical reflection on one's own or others' teaching practices, theories, methodologies, or strategies; articles and books on pedagogy that can be used for multiple disciplines; articles and books that bridge previous research on world language theories, methodologies, or strategies; technological innovations; analysis of interdisciplinary pedagogical methodologies, strategies, or theories; interdisciplinary models for formative and summative assessments.

Applied scholarship in Pedagogy includes but is not limited to: pedagogical manuals; language acquisition textbooks; pre-service and in-service teacher training; articles on language pedagogy outside of education settings; collaboration with businesses and governmental agencies; serving schools and school districts as an external consultant; models for pre-service and in-service teacher training.

Examples of Scholarship in Translation Studies include but are not limited to: books, edited books, and articles that critique specific translations, compare multiple translations, analyze the linguistic, cultural, cognitive or semantic patterns or variables in translators' practices synchronically or diachronically; translators' prefaces or essays discussing the methods used; translations of, for instance, a novel, a play, a book of poems, or a scholarly non-fiction text; studies that analyze translation corpora to reveal patterns or variables in translation; the development of innovative teaching methods; research on assessment and quality control issues; articles and books that integrate existing knowledge and provide an innovative interpretive analysis; the interpretation of texts; terminology articles and resources such as handbooks and guides that integrate the principles of terminology with specific field content in technical communications, information science, computational linguistics, etc.; the creation of corpora or of CAT tools; innovative computational approaches to terminology management.

Applied scholarship in Translation studies includes but is not limited to: textbooks; translations for the purposes of a non-academic public that are available for peer review and evaluation according to accepted standards; development of assessment tools; trade articles about new translation tools or programs; standards for specific industries; the creation of monolingual and multilingual technical glossaries and dictionaries in accordance with terminological principles.

APPENDIX B: DEPARTMENTAL OPERATING PROCEDURES DOCUMENT

[Approval Process: FAC and Chair]

Contents:

A. Administrative Duties in the Department

A. ADMINISTRATIVE DUTIES IN THE DEPARTMENT

THE CHAIRPERSON:

1. Is responsible for the overall performance of the Department with respect to the various forms of scholarship; guides long-range planning and curriculum development; negotiates improvement of facilities and acquisition of extra-mural funding for the Department;

2. Prepares or arranges for the preparation of departmental and other required administrative reports;

3. Bears fiscal responsibility for the Department;

4. Recommends all Faculty personnel actions in accordance with the University Policy Register and other University-established consultative procedures; appoints part-time faculty; appoints non-academic personnel; conducts negotiations with prospective faculty and staff;

5. Collects the reappointment, tenure, and promotion recommendations of the Departmental Ad Hoc Reappointment, Promotion, and Tenure Committees;

6. Is responsible, in consultation with the FAC, for making salary recommendations to the Dean, in keeping with the CBA;

7. Convenes FAC meetings at least once each semester; calls additional meetings as deemed appropriate or upon the request of one-fourth of the Faculty; circulates notification of and agenda for the meeting prior to the meeting;

8. Chairs FAC meetings and sets FAC meeting agendas in consultation with appropriate Faculty and in conformance with CBA, Article VI, Section 3. B.;

9. Is an ex officio member of all Departmental committees; appoints special committees in consultation with the FAC;

10. Makes appointments to graduate assistantships, grants tuition scholarships, etc., considering recommendations of the Graduate Coordinator and the Graduate Faculty;

11. Is responsible for assignment of office space to full-time faculty, part-time faculty, and staff in accordance with guidelines developed with the counsel of the FAC;

12. Has ultimate responsibility for teaching assignments, after receiving recommendations from the appropriate Faculty Units; issues a Workload Statement to each Faculty member in accordance with University guidelines;

13. Consults when requested or when necessary on an individual basis with Faculty members concerning their performance;

14. Recommends leaves of absence, in consultation with the FAC;

THE ASSISTANT TO THE CHAIRPERSON;

1. Develops a schedule of teaching activities of the Department after receiving recommendations from the functional units or sub-units and major advisors and consulting with the Department Chairperson;

2. Maintains an active file of part-time instructors to assure adequate staffing of courses offered by the Department;

3. Serves in place of the Chairperson in the Chairperson's absence and performs other tasks in accordance with the directives of the Chairperson;

4. Serves as an ex officio non-voting member of the FAC but is eligible to stand for election as a voting member of the FAC;

5. Serves as the primary facilitator of permission to enroll in upper-division courses in connection with the Department's policy of mandatory advising.

THE GRADUATE COORDINATOR:

1. Chairs the Graduate Studies Committee and directs its work;

2. Handles correspondence with regard to the Graduate Program and maintains copies of this correspondence on file;

3. Prepares in consultation with the responsible fiscal officers a detailed budget for proposed expenditure of graduate assistant ships and tuition scholarships and other funds allocated for graduate student support;

4. Provides the Department Chairperson with information about the Graduate Studies Program;

5. Coordinates the guidance and training of graduate assistants employed in undergraduate instruction; assigns graduate assistants their departmental duties;

6. Serves as Department representative to the College Graduate Council;

7. Is responsible for the coordination of graduate brochures, the newsletter, and other related advertising and publicity materials;

8. Assumes responsibility for student recruitment in consultation with the Graduate Studies Committee;

9. Assigns advisors for new graduate students and supervises periodic reviews of such assignments.

10. Coordinates reviews of graduate faculty, programs, and courses in keeping with Graduate College guidelines and directives.

THE UNDERGRADUATE COORDINATOR:

1. Maintains any departmental advising databases; track data on enrollments of majors and minors in each program;

2. Provides periodic workshops for departmental advisors; ensure that current major/minor sheets and roadmaps are provided to faculty advisors;

3. Coordinates advising at the Baccalaureate level, assigning advisees to department faculty in accordance with established policy and ensuring that each student is contacted each semester for advising and determination of courses to be taken during the following semester;

4. Manages special cases involving transfer credit, course substitutions, study abroad advising, etc.;

5. Serves as liaison with the advisors in Undergraduate Studies and the College of Arts and Sciences;

6. Coordinates and actively participates in departmental recruitment efforts, including the organization of at least one departmental event (e.g., information fair, immersion day) each semester; organizes departmental efforts to contact prospective students;

7. Responds promptly to inquiries from prospective students about major/minor programs, and alerts any appropriate advising colleagues to such student interest;

8. Acts as a contact person for inquiries about Study Abroad programs; maintains Study Abroad brochures and provides updates as needed for the departmental website.

9. Undertakes other duties related to Baccalaureate advising, recruitment, and retention as requested by the Chairperson.

THE BASIC STUDIES COORDINATOR:

1. Advises students about placement and the nature of specific courses, CLEP Test, and Credit-by-Exam procedures;

2. Advises students who have complaints about instructors and grades and tries to resolve the problem before it becomes a formal grievance;

3. Advises instructors about issues relating to student behavior in the classroom;

4. Organizes and supervises the Departmental tutoring service.

LOWER DIVISION LANGUAGE COORDINATOR DUTIES IN MCLS

[FAC approved 12/2/11]

Duties include the following (note that coordinators who are responsible for minors may also be responsible for advising and recruitment in their respective programs).

1. Provide instructors with syllabus, quizzes, tests, and supporting materials; update these regularly (including any necessary accounts for online texts). Teach model class if applicable.

2. Startup meeting in Fall; orientation and/or workshops with adjuncts and/or GAs.

3. Meet with instructors as needed (may involve weekly formal meetings, individual meetings, meeting after the model class if applicable) and respond to questions on teaching technique.

4. Observe all new and returning instructors in their classes once at the start of the semester; provide feedback on performance. Repeat at least once during the semester. Document observations and feedback.

5. Review end-of-semester student evaluations for instructors in the program.

6. Serve as first-level resource for instructors on university and department policies related to instruction, handling of problems with students (illnesses, absences, disruptive students, etc.); serve as first level of contact for student academic complaints.

7. Provide recommendations on staffing lower division sections.

8. Share responsibility with other program faculty for consulting on textbook selection and curricular issues related to the coordinated courses. Communication should flow both from the coordinator(s) to the program faculty and vice versa.

9. Keep Chair informed of disruptive student issues, academic dishonesty issues, instructor performance issues, and any other issues of a serious nature. Notify Chair of student academic complaints that are not informally resolved at the coordinator level.

TRANSLATION AND PEDAGOGY FUNCTIONAL UNIT COORDINATORS AND LITERATURE/CULTURE/LANGUAGE SUB-UNIT COORDINATORS:

1. Convene regular meetings of the Unit faculty, providing all Unit members with advance notification, and distributing a summary of meeting discussions and transactions to the Department Chairperson, the Assistant to the Chair, the other unit coordinators, and the Graduate Coordinator.

2. Develop and implement Unit policies with the advice of Unit faculty.

3. Serve as liaison between Unit faculty and the Department Chairperson, other unit coordinators, and the Graduate Coordinator.

4. Convene the Unit faculty for the purpose of the development of course offerings and their staffing each semester and summer session with due consideration to programmatic need and computation of workload hours, having advisor(s) convey proposals to the Assistant to the Chair, and resolve any scheduling conflicts in consultation with the Coordinator of other Unit(s). Scheduling recommendations should offer a range of days and times for each course subject to revision by the Department Chairperson.

5. Coordinate review of curricular proposals and transmit proposals to the Curriculum Committee through the Unit's representative to the Curriculum Committee no less than five days prior to a scheduled meeting.

6. Undertake other leadership activities as appropriate to the particular Unit (e.g., supervise review of LER courses, facilitate in the selection of teaching materials, participate in the review and teaching assignments of graduate assistants and part-time staff, oversee off-campus programs such as internships, coordinate tracking of former students).

THE UNITS AND SUB-UNITS

The unit committees will advise the unit coordinator on all matters concerning the efficient functioning of the unit. The unit faculty members:

a. advise majors and minors (see also Section 2. D. 1.);

b. recruit, evaluate, and recommend new applicants for admission to the graduate program

c. evaluate and recommend newly admitted and continuing students for graduate appointments

d. publicize the Unit's program(s) and use other means to attract talented students to the program(s);

e. recommend effective means of evaluating and documenting the teaching and other duties of each graduate appointee in consultation with the Graduate Coordinator.

f. review and evaluate each graduate student with respect to academic standing and performance as an appointee and nominates students for departmental honors and awards.

g. maintain a range of courses with up-to-date content and instruction to support the programs of the Department, the appropriate sequencing of these courses by means such as prerequisites, and scheduling of these courses during the academic year and summer sessions with appropriate staff, giving due consideration to programmatic need and computation of workload hours (scheduling recommendations will offer a range of days and times for each course subject to revision by the Department Chairperson);

h. evaluate adjunct faculty, part-time instructors, and graduate assistants on the basis of all appropriate materials, including peer and student evaluations; evaluate materials submitted by applicants to the part-time pool and make a recommendation to the Department Chairperson regarding their appointment or non-appointment to the pool;

i. propose the addition of new courses, the revision or elimination of existing courses, and the revision, elimination, or establishment of course or program requirements;

j. assist in the construction and review of tests for Credit by Examination, Outcomes Assessment, Placement, etc.;

k. evaluate student outcomes;

l. assist in the preparation and review of materials used by the Department such as catalog copy, major/minor sheets, and advising materials;

m. review, evaluate, and recommend majors in the Department for honors and awards.

THE LITERATURE/CULTURE/LANGUAGE UNIT FACULTY HAVE THESE ADDITIONAL RESPONSIBILITIES:

a. supervise language instruction at the graduate and undergraduate levels;

b. establish and enforce common policy regarding textbooks and teaching methodology for language acquisition courses;

c. develop and employ criteria for the evaluation of full-time non-tenure-track and part-time coordinators at the elementary and intermediate levels on both the Kent and Regional Campuses;

THE PEDAGOGY UNIT FACULTY HAVE THESE ADDITIONAL RESPONSIBILITIES:

a. provide means for advising undergraduate language majors pursuing teacher licensure and keeping track of their progress through the Education Minor;

b. advise graduate students pursuing the MAT or a language MA with a pedagogy concentration;

c. supervise student teaching;

d. maintain liaison with the College of Education.

FACULTY ADVISORS WITHIN EACH UNIT HAVE THESE RESPONSIBILITIES:

a. Establish and maintain regular contact with students who have indicated an interest in programs offered by the department;

b. Track the progress of students toward completion of requirements for the program(s) they have selected;

c. Meet periodically with advisees to discuss the students' career objectives and to plan and review selection of courses to meet program requirements;

d. Inform the Assistant to the Chair (or, as may be appropriate, the Undergraduate Coordinator) of the course(s) and section(s) each advisee is to enroll in during the following semester so that permission to enroll may be granted in a timely manner;

e. Update the departmental advising database with information regarding new and current advisees or request the Coordinator to do so;

f. Identify students seeking teaching licensure and direct them to the Pedagogy Coordinator;

g. Identify students interested in translation and direct them to the BS/Translation Coordinator;

h. Develop each semester in consultation with colleagues in the Unit a schedule of courses needed for timely completion of program requirements, and submit this schedule to the Assistant to the Chair of the Department; review tentative schedules for potential conflicts, and resolve in a timely manner any such conflicts with representatives of other Units.

Effective Fall 1999, the Department implemented a policy of mandatory advising under which every student pursuing a major and/or a minor in the Department is required to make contact with a departmental advisor each semester. The specific nature, function, and content of the advising contact will vary from one semester to the next, but at one point or another will involve detailed discussion of career goals, the variety of programs available through the Department, and program requirements, as well as the establishment of a plan to meet the requirements of the major/minor declared in a timely manner. Students indicating an interest in translation and/or teacher licensure will also be referred to the Coordinator of the respective program(s).

In order to enforce this policy, all upper division courses will be coded to require departmental permission for enrollment. Only when a plan has been developed and student and advisor agree on which course(s) the student is to enroll in during the succeeding semester will permission to enroll in the course(s) be granted. Enforcement of this policy may even involve the initial placing of a hold on the student's entire semester enrollment in all courses, regardless of department, school, or college. Such a hold can be cleared only along with the permission to enroll and is accordingly contingent upon contact with the major/minor advisor or certification that the major/minor in the department has been replaced by a major/minor in a different department, school, or college. In the latter instance the hold will be cleared, but no permission to enroll in upper division courses in the department is either requested or granted.