

Bylaws of the Department of World Languages and Cultures

In accordance with the *Bylaws of the College of Arts and Sciences*, the Department of World Languages and Cultures (WLC) hereby establishes the following bylaws governing department organization and procedures of operation for the effective conduct of its affairs.

I. The Department

A. The **department** is made up of the following programs: Arabic/Hebrew; Chinese; French; German; Italian; Japanese; Portuguese; Russian; Spanish; Korean, Persian, Language and World Business. All programs meet jointly to consider matters of common interest. They meet separately to consider curricular and other professional matters that do not affect the entire department.

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

C. The **voting membership** for departmental matters includes: 1) all continuing faculty at the rank of assistant professor and higher; 2) the director of the Language and World Business Program; regardless of rank, the director of the Language and World Business program will have voting privileges on all matters pertaining to the program and not specifically restricted by university policy, e.g. promotion, retention, and tenure decisions; 3) representatives of the non-tenure-track faculty, not to exceed 35% of the total number of full-time NTTF in WLC (at 75%—a 3-3 load—or more). These representatives will have voting privileges on curricular changes concerning the 100 and 200 levels and on all other matters not specifically restricted by university policy, e.g. promotion, retention, and tenure decisions. All NTTF will conduct a separate vote from the TTF, to be forwarded to the Dean, for the appointment of new or continuing department heads.

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

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

1. recruitment of faculty;
2. working with faculty to plan, execute, and review curriculum;
3. encouragement and support of faculty teaching, research and creative activity, and public service;
4. representation of the department to the public, the other faculty and

administration, colleagues at other universities and institutions, and the constituency supporting the University.

5. providing leadership in the articulation and development of a departmental long-range plan for research, teaching, and service.

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

1. employment and supervision of clerical and supporting personnel;
2. management of departmental physical facilities and planning for space and equipment needs;
3. resource enhancement;
4. preparation, presentation, and management of the departmental budget; and
5. authorization of all expenditures from the department budget.

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

In addition, the head chairs all general faculty meetings and serves as a member *ex officio* of all department committees. In accordance with the principle of shared governance, it is also the responsibility of the head to bring all significant and appropriate matters of concern to the Executive Committee as the primary body representing the department faculty as a whole. The head is also responsible for ensuring that peer-review teaching committees for TTF promotion and tenure are established in a timely manner.

E. The **associate head** is a tenured faculty member appointed by the head in consultation with the faculty to a two-year term with an option to renew for a third. The associate head receives one course release per semester and is normally selected from a language program different from that of the head. The associate head works in concert with the head in the supervision of the operations of the department and serves in place of the head when the head is absent or on leave. Administrative duties in the summer may, in the absence of both the head and the associate head, be delegated to another senior faculty member with IRIS training and approval.

The duties of the associate head are listed in an appendix to this document, and are subject to modification by the head. At the time of possible renewal of the appointment, the head should report on the performance of the associate head to the Executive Committee.

F. The **director of graduate studies** is a tenure-track faculty member from a graduate-degree granting program who is currently serving (but not in their first year) or has recently served as graduate coordinator for their program. The DGS is appointed by the head to a renewable three-year term. The duties of the DGS are listed in an appendix to this document, and are subject to modification by the head. At the time of possible renewal of the appointment, the head should report on the

performance of the DGS to the Executive Committee. The DGS receives one course release per year.

G. The **director of undergraduate studies** is a tenured faculty member appointed by the head to a two-year term with an option to renew for a third, and receives one course release per semester. The duties of the undergraduate director are listed in an appendix to this document, and are subject to modification by the head. At the time of possible renewal of the appointment, the head should report on the performance of the undergraduate director to the Executive Committee.

The **assistant director of undergraduates studies** shares in the duties of the director of undergraduate studies. The specific duties of the assistant director, along with any courses releases and extra pay, will be established in a written document before the appointment is finalized.

II. Department Meetings

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

B. A **quorum** for departmental meetings shall consist of fifty per cent of the voting membership in residence during the semester in question.

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

III. Committees

The standing committees of the department shall include the Executive Committee, the Performance Review Committee, the Language and World Business Committee, the Graduate Studies Committee, the Institutional Review Board Committee, the Language Coordinating Committee, and the Non-Tenure-Track-Faculty Performance Evaluation Committee. Ad hoc committees may be established by the head in consultation with the Executive Committee or by majority vote of the faculty. In addition, committee representatives may be

appointed to interdisciplinary and other college program committees in which the department has an interest. Written notification of the dates, times, and agendas of committee and subcommittee meetings shall be made available at least one week in advance, except in circumstances which call for immediate action. The minutes of department committees will be disseminated to voting members of the faculty.

A. The **Executive Committee** shall consist of the nine language program chairs, one each from Arabic/Hebrew, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish, a NTTF representative, and the Director of the LWB Program, if the director is not already a member the Executive Committee.

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

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

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

B. The **Performance Review Committee** consists of three tenured faculty members, one associate professor and two full professors, preferably reflecting the department's diversity. The Performance Review Committee assists the head in assessing faculty performance as part of the annual review process. The committee examines faculty performance data in the areas of research, teaching, and service, and rates each faculty member according to the evaluation guidelines approved by the department (see appendix A). The committee's ratings are advisory to the head. Committee members serve staggered three-year terms. Two members are elected by the voting membership of the department faculty, and the third is appointed by the head.

C. The **LWB Committee** shall consist of the chairs of each program with an LWB concentration or their designees. The director of the LWB Program chairs the committee. This committee shall ensure that Language and World Business students are properly advised and recognized, and review and propose updates to the curriculum. The chair shall call meetings as needed to address program business.

D. The **Graduate Studies Committee** shall be composed of the director of graduate studies; the coordinators of graduate studies for French, German, and Spanish; one language program director from French, German, or Spanish, elected by the LPD's to a three-year renewable term; the WLC representative to the Graduate Student Senate (GSS); and one graduate student from each section with a graduate program, elected by the students in the respective programs to a one-year renewable term. The GSS representative is the only voting graduate student member. The departmental graduate director chairs the committee.

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

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

E. The **Institutional Review Board (for Research on Human Subjects)**: The head shall appoint a three-member committee of appropriate tenure-line faculty to review proposals concerning research on human subjects prior to submission to the head. Members of the committee are appointed for renewable three-year terms, with the chairship rotating annually.

F. The **Language Coordinating Committee** shall consist of the language program directors (LPDs) and course managers from French, German, and Spanish, the chairs of all other language programs, and the LRC Coordinator. The members shall elect one of the LPDs to serve a three-year term as chair. This committee shall meet as needed to address special circumstances and other business concerning 100-200 level courses.

G. The **Non-Tenure-Track-Faculty Performance Evaluation Committee** conducts yearly evaluations of all NTTF in WLC, according to the process outlined in appendix B. The Committee comprises six members: 4 tenure-line faculty from at least three different language programs elected by the tenure-line faculty (2 LPD or section chairs, plus 2 professorial faculty) and 2 senior and/or distinguished NTTF members from two different language programs elected by the NTTF. The members of this committee serve staggered three-year, non-renewable terms.

IV. Special Positions/Administrative Assignments

A. **Language program chairs** are tenure-line faculty members elected by the tenure-line faculty of each section for a three-year renewable term. The chairs of French, German, and Spanish earn a release of one course per year; the chairs of all other programs earn one course release after serving for two years as chair. The duties of the program chairs are listed in an appendix to this document. The chairs

are ex officio members of the Executive Committee.

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

The **assistant director of the Language and World Business Program** shares in the duties of the director of LWB. The specific duties of the assistant director, along with any courses releases and extra pay, will be established in a written document before the appointment is finalized.

C. **Coordinators of graduate studies** are tenure-track faculty members elected by each program offering graduate degrees. They serve a renewable three-year term. Each coordinator receives 1 course release per year. The duties of the graduate coordinators are listed in an appendix to this document, and are subject to modification by the head.

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

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

F. In the interest of equitable distribution of administrative workload, faculty have the option to elect a **coordinator of undergraduate advising/undergraduate coordinator** for their program.

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

A. Appointment of New Tenure-Line Faculty

Each spring, RFPs are prepared and submitted by the respective program chairs to the Executive Committee for consideration. By the last department meeting of the spring semester, the Executive Committee will present a ranked list of RFPs to the tenure-line faculty for discussion and a vote. The departmental strategic plan shall be the principal governing document for this vote; however, other factors should be taken into account as well, including, in order of importance:

1. the sudden departure of tenure-line faculty, especially when a program's viability is affected;
2. demand for tenure-line faculty to teach at the 300-, 400-, and/or graduate level, especially when due to an increase in the number of minors, majors, and/or graduate students.

Final decision lies with the head, but if this decision diverges from that of the faculty vote, the head must submit an explanation in writing to the tenure-line faculty.

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

B. Annual Review of Probationary Tenure-Line Faculty

For all probationary appointees, the department head will complete annual retention forms. The faculty member's research/scholarship/creative activity, teaching, and service will be assessed in relation to the general duties and expectations specified in the letter of appointment, and to the Guidelines for Tenure, Promotion, and Performance listed below, as well as the Annual Performance Evaluation Criteria provided as an appendix. Each tenure-track faculty member is first reviewed in the second year of their appointment, with an enhanced review during their fourth year on the tenure clock. The procedures for enhanced retention reviews are set forth in Part 3.11.4.6 of the Faculty Handbook.

The associate head presides over the retention discussion by the tenured faculty (the head does not attend this meeting). At least one week prior to the meeting, the head will provide all materials and information submitted by the faculty member. Following the formal discussion for retention, faculty will vote by secret ballot indicating "yes" ("for retention), "no" (against retention). A summary of the discussion will be compiled by a tenured colleague not currently serving as a mentor or as associate head and then circulated to those in attendance for approval. The recommendation of the department head, along with a summary of the faculty vote and the faculty perspective on the progress of the probationary appointee will become part of the appointee's tenure file and will be made available for review at the time of the tenure decision. The probationary faculty member will receive a copy of their annual retention report.

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

C. Recommendations for Tenure and Promotion

It is the responsibility of the department head to notify appointees and faculty of dates for promotion and tenure decisions and to oversee the smooth operation of the entire process. Normally, the candidate's scholarship/creative activity file should be complete and ready for review by external reviewers no later than July 1. With regard to tenure decisions, the external reviewers must be identified and contacted by May 1. The submitted materials, including all external reports, will be made available to the appropriate faculty at least two weeks before the decision is to be made.

Application for tenure and promotion to associate professor will be evaluated and voted on by all tenured faculty in the department. Application for promotion to full professor will be evaluated and voted on by all faculty in the department who hold the rank of full professor. If the work of the candidate has involved substantial interaction with an interdisciplinary program, information on the suitability of the candidate for tenure and/or promotion should be solicited in a timely manner from that program. These opinions should be submitted in writing to the department at least two weeks before the department votes on tenure.

At least one week before the deadline for transmission of recommendations to the dean, the tenured associate and full professors (or full professors in the case of promotion to that rank) will meet in the absence of the head to discuss documentation provided by the candidate. When discussion has ended, voting shall be conducted by secret ballot, and the results passed on to the head. Faculty members shall indicate “yes” or “no.” A summary of the discussion will be compiled by a colleague serving neither as the candidate’s mentor nor as associate head and then circulated to those in attendance for approval.

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

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

VI. Procedures for the Selection and Evaluation of Department Head

A. Tenure-line department faculty will nominate a slate of at least eight potential department representatives to serve on the search committee, to be forwarded to the Dean. The slate of candidates shall normally include at least one non-tenure-line faculty member; one graduate student; and should be diverse, in accordance with OED policy, particularly in terms of gender and race. All non-tenure-line faculty will have input into the discussion, but only the three non-tenure-line faculty representatives (as stipulated in section I.C of these Bylaws) will have voting privileges for the department head selection. (See *Faculty Handbook* 1.4.4)

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

VII. Guidelines for Tenure, Promotion, and Performance Evaluations for Tenure-Line Faculty

A. Guidelines for Tenure and Promotion.

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

The essential qualification for tenure and promotion is the attainment of high standards in research, teaching, and service. The department expects that candidates for tenure and promotion to associate professor will have a record of significant publication. They are expected to have published a book or a significant number of articles of merit. It is recommended that, during the

probationary period, candidates have published a book and two or three articles or an average of one to two refereed articles/essays per year in journals/collections depending upon variables of length, substance, and publication venue. For the promotion to full professor, individuals should have maintained the level of professional activity expected for tenure and promotion to associate professor. Normally, they will be expected to have published an additional book or equivalent number of articles. They should achieve national or international recognition of expertise in their area of specialization.

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

Evaluators should value the quality and quantity of service performed by faculty, especially for promotion to full professor. Because levels of achievement in each of the areas are apt to vary from year to year, it is the pattern (that is, average during a sequence or cycle) in the period at issue that matters most. Judgments as to the quality of teaching rely on several kinds of evidence, all or in part, on student evaluations, peer evaluation, syllabi, exams, assignments, and the development of and experimentation with courses.

Peer Assessment of Teaching for Tenure-Line Faculty: A peer teaching review for tenure-line faculty will be conducted at least once during the first two years of their probationary period and once more prior to their consideration for tenure and promotion. At least one peer teaching review will be conducted for tenured faculty prior to consideration for promotion.

The peer assessment team for pre-tenure and post-tenure faculty will normally consist of three tenured faculty members, but in the case of a pre-tenure review, the review team may include one pre-tenure faculty member. One is selected by the faculty member under review, one by the department head, and the third is agreed upon by the two. The team may include one member from outside the department. The chair is chosen by mutual agreement of the team members. Members of the team will review all materials submitted by the faculty member under review as a teaching portfolio and they will normally observe at least two different courses taught by the faculty member under review. Following the review of the teaching portfolio and the class observations, the team will meet to discuss their assessments of the following: 1) the content of the courses observed as well as other courses taught by the faculty member; 2) the grading and evaluation tools; 3) the effectiveness of the teaching methods employed. The team will then meet with the faculty member to discuss his/her teaching and the chair of the team will generate a written report reflecting the prominent views of all team members. The written report becomes a part of the faculty member's tenure and promotion file, and, at the option of the reviewed faculty member, it may become part of the annual performance review materials as evidence of teaching effectiveness. The faculty member being reviewed has the right to submit a written response to the report which also becomes a part of the tenure and promotion file. Any pre-tenure or post-tenure faculty member has

the right to request the convening of a peer assessment team to review their teaching at any time.

B. Guidelines for Annual Performance Evaluations of Tenure-Line Faculty.

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

The annual performance evaluations of all tenure-line faculty consists of a two-step process. First, the department's Performance Review Committee (PRC) meets to assess and provide a rating for each individual faculty member's performance (see appendix A). Then, in consultation with this committee, the head determines the rating that will be recorded and forwarded to the dean. Upon request, the PRC must provide a written explanation for its ranking of the faculty member. Faculty may include the Committee's ratings and the written explanation in their appeals of the head's recommendation.

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

The criteria for appointment and retention of non-tenure-line faculty (lecturers) are specified in an appendix to this document. All non-tenure-line faculty are evaluated at the department level every year by the NTTF Performance Evaluation Committee, according to the guidelines placed in the appendices of these Bylaws.

Non-Tenure-Line Faculty Rights of Appeal: The rights of appeal for non-tenure-line faculty are the same as for tenure-line faculty as described in the *Faculty Handbook* 5.1. Non-tenure-line members of the faculty are encouraged to bring complaints or grievances to the lowest administrative level at which an adverse recommendation, decision, or action was taken. Every effort should be made to expeditiously resolve such matters informally, through conversation with the department head, director, or dean, before submitting a formal appeal. In all cases, non-tenure-line faculty members are entitled to notice regarding grounds on which administrative action has been taken. (See *Faculty Handbook*, Chapter 5).

IX. Ratification of Bylaws and Amendments

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

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

Appendices:

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

- D. Differential Teaching Load Policy
- E. Duties of Associate Head, Director of Graduate Studies, Director of Undergraduate Studies, and Language Program Chairs
- F. WLC Policies for hiring and renewal of Non-Tenure-Track Faculty
- G. World Languages and Cultures Non-Tenure-Track Faculty Association

APPENDICES

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

The following descriptions, which vary slightly according to rank, will serve to guide members of the Performance Review Committee in their assessment of the annual performance of faculty members. In addition to rank, the different service and teaching requirements appropriate to faculty in graduate-degree producing programs and those without graduate degrees will be taken into account in assessing performance.

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

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

Teaching: narrative of significant measures of teaching accomplishment.

Service: narrative of significant measures of service accomplishment.

The narrative should be uploaded along with the Annual Performance Review materials.

WLC Performance Standards for Annual Review

Scale for Tenured Faculty

Research

Meets =

- .5-1.0 articles / book chapters/ (in certain cases) refereed translations / other creative work, e.g. software **average per year** (fractional numbers/ “halo” to be elucidated in the narrative)
- one conference paper every three years
- **LIST WORD COUNT FOR ALL ARTICLES AND MONOGRAPHS**

Exceeds =

- everything for “Meets” (at 1 article average per year)

Plus one of the following

- significant award within the past three years
- external funding

Or

- Three other significant measures of research accomplishment to be developed in the

one-page statement.

Greatly exceeds=

- Further significant measures of research accomplishment to be developed in the one-page statement.

Notes on Research (Advocate in statement for higher-end values listed below based on impact, difficulty, citations, reviews, venue, length, blind peer-reviews; also use statement to clarify how the “halo” is implemented):

- single authored monographs = 5-10 articles for 3-5 AY from publication, depending on determined equivalent number of articles
- single authored textbooks = 5-10 articles for 3-5 AY from publication
- co-authored monographs or textbooks = 3-5 articles 3 AY from publication
- edited or co-edited editions, collections

break down for:

Editing duties alone worth 1-2 (depending on share of effort)

Introduction worth .5 or more (depending on length, venue, share of effort)

Ed.’s article contribution worth 1 article

Note: If the rating for research would otherwise be “does not meet” based on publications: include documentation to support the claim that an item has been accepted or submitted for publication (at the least, an email indicating that the work has been accepted, received etc.) Such supporting documents should NOT be uploaded to the APPR site, but rather sent only to the PRC and the head. The PRC has the right to request detailed information via the head from individual faculty members regarding the Annual Performance Review.

Teaching

(Associate and Full Professors)

Meets=

- teach assigned number of classes, including graduate classes for those in graduate-degree producing programs
- on-going revision of class materials
- satisfactory EOC scores, previous AY (minimum of 3 with special reference to “instructor’s contribution”)

Exceeds =

- everything for “Meets”

Plus

- college, university, or other significant teaching award in the past 3 years

Or

- Three other significant measures of teaching accomplishment to be developed in the one-page statement (e.g.s, creating and directing a summer study abroad program, direction of thesis and/or dissertation committees, direction of undergraduate research, High EOC scores, Peer-Review of Teaching report/rating above “meets expectations” or equivalent).

Service

Note: A tenured faculty member’s service contributions to the department will be taken into account for all departmental rankings of possible nominations for College and University awards in all three areas of activity.

Associate Professor

Meets=

- attend regularly all departmental meetings and take minutes in rotation
- serve as active participant in language program activities
- assume fair share of program responsibilities (observe lecturers, compose reports, ad hoc committees)
- advise fair share of majors/ minors
- serve yearly as active member of at least one departmental committee (or library representative)
- serve at least one year on college or university shared governance bodies (senate, advisory councils, UG/Grad councils, etc.) (can be “haloed”—e.g., 3 consecutive years of service shall remain valid for four years *following* the end of such service).

For those in graduate-degree producing programs:

- actively assist in graduate recruitment efforts
- serve on thesis and dissertation committees

Exceeds=

- everything for “Meets”

Plus

- a college or university service award

Or

• Two other significant measures of service accomplishment per year to department, college, university, community, or professions, which are to be developed in the one-page statement (e.g.s, other committees, thesis/dissertation committees completed, Book reviews, organized significant cultural event, authored important policy as chair of a department, college, or senate committee, extramural review work, conference organization, editorial work, outreach services, etc.).

Greatly exceeds=

additional service beyond that required for “exceeds,” and all service shown to be of significant impact and value.

Full Professor

Meets=

- attend regularly all departmental meetings and take minutes in rotation
- serve as active participant in language program activities
- assume fair share of program responsibilities (observe lecturers, compose reports, ad hoc committees)
- advise fair share of majors/ minors
- serve as active member of at least two departmental standing or ad hoc committees (or library representative)
- serve at least one year on college or university shared governance bodies (senate, advisory councils, UG/Grad councils, etc.) (can be “haloed”—e.g., 3 consecutive years of service shall remain valid for four years *following* the end of such service). Such haloes should be noted in the narrative.

For those in graduate-degree producing programs:

- actively assist in graduate recruitment efforts
- serve on thesis and dissertation committees

Exceeds=

- everything for “Meets”

Plus

- a college or university service award

Or

- Two other significant measures of service accomplishment per year to department, college, university, community, or professions, which are to be developed in the one-page statement (e.g., other committees, thesis/dissertation committees completed, Book reviews, organized significant cultural event, authored important policy as chair of a department, college, or senate committee, extramural review work, conference organization, editorial work, outreach services, etc.).

Greatly exceeds=

additional service beyond that required for “exceeds,” and all service shown to be of significant impact and value.

Scale for Untenured Tenure-Track Faculty

Research

Meets=

•Average of 1.5 articles/ book chapters/ (in certain cases) refereed translations / other creative work, e.g. software, every year. If the rating for research would otherwise be “does not meet” based on publications, works in progress can be counted in the first three years. These works in progress should be cited in the one-page planning statement submitted each year to the APPR site. In the case of ongoing work on monographs, completed chapters may be submitted; such supporting documents should NOT be uploaded to the APPR site, but rather sent only to the PRC and the head.

- one conference paper every year

Exceeds=

- everything for “Meets”

Plus

at least one received:

- significant award (college, university, profession)
- external funding and/or grants

Or

- Two other significant measures of research accomplishment to be developed in the one-page statement.

Greatly exceeds=

- Further significant measures of research accomplishment to be developed in the one-page statement.

Teaching

Meets =

- teach assigned number of classes, including graduate classes for those in graduate-degree producing programs
- on-going revision of class materials
- satisfactory fall and spring EOCS scores.

Exceeds =

- everything for “Meets”

Plus

- college, university, or other significant teaching award in the past 3 years

Or

Two other significant measures of teaching accomplishment to be developed in the one-page statement (e.g.s, creating and directing a summer study abroad program, direction of thesis and/or dissertation committees, High EOC scores, Peer-Review of Teaching report/rating above “meets expectations” or equivalent); direction of undergraduate research.

Service

Meets=

- attend regularly all departmental meetings
- serve as active participant in language program activities
- assume a light share of program responsibilities
- advise fair share of majors/ minors
- serve annually as active member of at least one departmental committee (or library representative)

For those in graduate-degree producing programs:

- actively assist in graduate recruitment efforts
- serve on thesis and dissertation committees

Exceeds=

- everything for “Meets”

Plus

- a college or university service award

Or

Two other significant measures of service accomplishment per year to department, college, university, community, or professions, which are to be developed in the one-page statement (e.g.s, other committees, thesis/dissertation committees completed, Book reviews, organized significant cultural event, authored important policy as part of a department, college, or senate committee, extramural review work, conference organization, editorial work, outreach services, etc.).

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

The Non-Tenure Track Faculty (NTTF) yearly evaluation process

The NTTF Performance Evaluation Committee conducts yearly evaluations of all NTTF in WLC. The Committee comprises six members: 4 tenure-line faculty from at least three different language programs elected by the tenure-line faculty (2 LPD or section chairs, plus 2 professorial faculty) and 2 senior and/or distinguished NTTF members from two different language programs elected by the NTTF. The members of this committee serve staggered three-year, non-renewable terms.

Each year, the Committee divides itself into two evaluation teams, composed of 1 LPD/section chair, 1 professorial faculty and one NTTF. Each team evaluates half of the NTTF individual portfolios, divided at random. The teams proceed as follows:

1. Each of the 3 members of the team evaluates all of the portfolios assigned to their team by filling out the evaluation form provided, assigning each portfolio an overall score from 1-5.
2. These three scores are then averaged for a final score between 1-5. However, if the three individual scores deviate by 1 or more points, or if the final score results in a change in ranking level (e.g., from Exceeds to Meets Expectations) from the previous year, the three-person review team meets to reevaluate the portfolio and discuss discrepancies. All of the final scores are sent to the lecturers and to the departmental office; lecturers have the right to appeal their score. In accordance with the University-wide category rankings, the final scores assigned to each lecturer will be as follows:

FE— Far exceeds expectations for rank= 4.5-5

EE— Exceeds expectations for rank = 3.5-4.49

ME—Meets expectations for rank = 2.5-3.49

FS—Falls short of meeting expectations for rank = 1.5-2.49

FF—Falls far short of meeting expectations for rank = 1-1.49

3. The teams also evenly divide up the portfolios of those lecturers scheduled to receive their biannual enhanced evaluations, and each member drafts a narrative commentary for those portfolios assigned to her. These commentaries are then reviewed by the other two members of the team who offer suggested revisions, and the revised narrative commentary is sent to the lecturer and to the departmental office.

Appendix C: Workload Policy

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

Appendix D: Differential Teaching Load Policy

Differential teaching load in WLC due to inactivity in research

Purpose

The purpose of this type of differential teaching load in WLC is to enable colleagues to be more active in teaching during periods when they are less active in research. WLC supports and engages UT's mission of research excellence and all tenure-track faculty are encouraged to meet or exceed expectations for research; however, WLC acknowledges that the ranking of "meets expectations" cannot always be met.

Option to begin or end a differential teaching load

When the Performance Review committee and the head become aware that a faculty member's research activity is diminishing, or if the faculty member wishes to reduce their research load, and if the faculty member has consistently met or exceeded expectations in the area of teaching, the faculty member will be given the option of moving to an increased teaching load with appropriately modified research expectations. If the faculty member chooses to stay at the normal teaching load and does not show an increase in research activity, their formal evaluation will indicate that they do not meet expectations in research and they will again be given the option to go on a differential teaching load. Depending on the faculty member's research agenda, if they choose a differential teaching load, they may opt to teach either one or two additional classes per year as part of their differential load. Once a faculty member moves to a differential teaching load, they may move back to a normal load with standard research expectations at the start of a new academic year, upon their request. As the differential teaching load is not to be used as a long-term solution to inactivity in the area of research, either at the level of associate or full professor, the faculty member and the head should have a written plan to assist the faculty member in going off a differential teaching load. In the case of associate professors, a mentor at the level of full professor will be assigned in order to address the reasons for the inactivity.

Expectations and annual evaluations

Colleagues who teach one or two extra courses will be given (by the head in consultation with the PRC) criteria that they must meet in order to meet expectations for research at the differentiated level. Annual evaluations will reflect expectations in place during the review period. For example, if a faculty member is on a differential load one academic year and goes back to a regular load the following year, the evaluation performed in the second academic year will reflect the member's expectations during the prior year (the review period).

Colleagues on a differential teaching load cannot exceed expectations in research (until they move back to a standard 40/40/20 (teaching, research, service) workload and are considered under standard criteria).

Additional courses in the teaching category do not in themselves justify meets or exceeds expectations in teaching: the merit of the teaching must be considered regardless of number of courses taught. However, colleagues on differential teaching with a score of 3 or higher will receive a higher percentage of merit raise from the teaching category, normally based on the formula 40/40/20, (T, R, S) because a colleague on a differentiated load would have a differentiated formula (3/2 load: 50/30/20 (T, R, S); 3/3 load: 60/20/20 (T, R, S). This ensures that merit follows effort, and colleagues on a differential load still qualify for merit in the categories of teaching and service. Service expectations do not change.

Participation in graduate faculty

Colleagues on differential teaching load due to lowered expectations in the research

category may still serve on the graduate faculty, provided they are approved by the graduate school. However, inasmuch as membership in the graduate faculty depends on research activity, faculty members on a differential teaching load should not serve as graduate coordinators or graduate directors in their program or unit. In addition, the head, in consultation with the section faculty, may exclude a faculty member on a differential teaching load from directing dissertations.

Faculty development leave and promotion

Colleagues on a differential teaching load may still apply for faculty development leave, with the understanding that they must have a specific plan stating specific outcomes, and with the understanding that the unit's priority in any given year will be on supporting FDL for colleagues who meet expectations in research without a differential teaching load. Associate professors wishing to be considered for promotion to full professor are still bound by the departmental and college criteria for promotion, regardless of their teaching load.

Appendix E: Duties of Associate Head, Director of Graduate Studies, Director of Undergraduate Studies, and Language Program Chairs

These duties may be adjusted, as determined by the department head. All departmental administrative positions require the individual to remain research active.

I. Associate Head: a tenured faculty member appointed by the head to a two-year term with an option to renew for a third; 1 course release per semester.

1. Serves as department head in the absence and at the request of the head.
2. Ensures timely submission of schedules for fall, spring, and summer by LPD's and program chairs; suggests changes based on past enrollments and on best-practices concerning enrollments established by A&S Dean's Office; monitors enrollment at the beginning of the semester.
3. Oversees preparation and submission of curricular changes (solicits changes from program chairs in keeping with the schedule established by the A&S Dean's Office, consults with program chairs as necessary, presents curricular forms to the Executive Committee for review, and to the Department for a vote).
4. Oversees hiring and retention of NTTF (lecturers) according to enrollments, credentials, and yearly evaluations.
5. Approves petitions and addresses student complaints for all sections.
6. Updates colleagues at Executive Committee and department meetings on all matters pertaining to the responsibilities of the associate head.
7. Oversees lecturer evaluations by the departmental committee each spring (notifies lecturers of submission deadlines and portfolio guidelines; meets with the committee to explain the process; ensures that the committee submits the evaluations in a timely manner).
8. Oversees the lecturer promotion process each year (notifies lecturers of submission deadlines and general guidelines; meets with the committee to explain the process; ensures that the committee submits the promotion material in a timely manner).
9. Oversees departmental newsletter(s) and ensures that the website is updated.
10. Works with the front office to submit budget materials related to courses taught by NTTF and gta's, and all summer courses.
11. Oversees yearly retention and tenure and promotion meetings of tenure-line faculty (leads and records the discussion; calls for and records the vote).

II. Duties of the Graduate Program Coordinators and the Director of Graduate Studies (subject to modification by the head):

The **graduate coordinator** (see section IV.C above):

1. Corresponds with prospective graduate students, coordinates the screening of complete applications and, in consultation with their program faculty and the DGS, decides on the allocation of GTA positions and funds.
2. Advises all M.A. and those Ph.D. students who have not yet formed a committee regarding program requirements, academic policies, and classes; submits an annual evaluation for each of these students to the DGS, and solicits evaluations for the other students in their program from the appropriate faculty member.
3. Holds an introductory session at the beginning of each academic year to welcome new students in their program and explain the policies in the handbook.

4. Ensures that the program-specific information on the WLC website reflects the current policies and guidelines contained in the graduate catalog and in the WLC Graduate Handbook.
5. Handles travel fund requests and admission-to-candidacy forms for students in their program. Alerts students to various deadlines for the submission of forms.
6. Tracks data on applications, degrees granted, and graduate placement in their program, and keeps records on issues related to student advising and progress. Reports on this information annually to the program faculty.
7. Handles recruitment to their program, overseen by the DGS.
8. Encourages and oversees applications for outside and internal scholarships (including at the Humanities Center) by students in their programs.
9. Serves on the Graduate Studies Committee.
10. Coordinates faculty preparation of written and oral comprehensive exams and schedules the exams.
11. Ensures that general information about graduate studies in their program on the WLC site (including bios for each student) is up to date.

The **director of graduate studies** (see section I. F above):

1. Serves as the principal contact and coordinator for all graduate-level matters not specifically handled by graduate program coordinators.
2. Serves as liaison to the Graduate School (attending meetings, workshops, etc.).
3. Chairs the Graduate Studies Committee. Convenes the Committee at least once a semester, to ensure the smooth functioning of the programs and to respond to problems as they arise.
4. Ensures that the non-program-specific information posted on the WLC website reflects the current policies and guidelines contained in the graduate catalog and in the WLC Graduate Handbook.
5. Meets with new graduate coordinators to review the information in the graduate catalog and the WLC Handbook and to train them in the procedures for handling applications, admitting students, and allotting GTAships.
6. Handles SACS assessment at the graduate level (gathering material from the graduate coordinators, drawing up outcomes, entering data online, presenting the data to the department, etc.).
7. Supervises overall recruitment efforts for WLC graduate programs.
8. Supervises professionalization workshops for WLC graduate students.
9. Actively oversees students applications to all programs to ensure that they move efficiently through the system, notifying the coordinators regularly as to the status of applications in their program changes.
10. Actively oversees the overall GTA budget in coordination with the main office. Alerts the graduate coordinators as to budget deadlines, budget amounts, potential shortfalls and excesses. Ensures active communication among the coordinators with an eye to allocating lines and funds in the most efficient and fair manner possible.
11. Ensures that students are regularly nominated for fellowships and other types of additional funding by communicating with the coordinators and overseeing applications, including to the Humanities Center.
12. Supervises all petitions for exceptions to established procedures.
13. Oversees the scheduling of WLC graduate classes (512; 550; 584) to ensure that all programs are involved in the process. Oversees the choice of faculty for the 550 and 584 rotation.

III. Undergraduate Director, Department: a tenured faculty member appointed by the head to a two-year term with an option to renew for a third; 1 course release per semester.

1. Handles all assessment at the undergraduate level (gathering material, drawing up outcomes, entering data online; supervising CCTST, Praxis, etc.).
2. Liaison with Study Abroad Office.
3. Ex officio member of the Language Coordinating Committee.
4. Oversees and organizes the general promotion of the undergraduate program (recruitment, advertising scholarships, liaison with high schools, TFLTA, outreach activities, etc.).
5. Liaison with A&S, including the Advising Center, on new developments in advising, General Education requirements and other curricular matters, U-Track, etc., and advertising of our courses.
6. Ensures that all undergraduate matters on the departmental website are regularly updated.
7. Ensures that sections have access to a listserv of their majors and that WLC has access to a listserv of all its majors, when possible.
8. Oversees undergraduate-oriented events such as the departmental open house and the end-of-year ceremony.
9. Fosters undergraduate research and other professionalization opportunities for undergraduate students in WLC.
10. Tracks undergraduate placement.

IV. Language Program Chairs, a tenure-line faculty member elected by the tenure-line faculty of each section for a three-year renewable term; the section chairs of Spanish, French and German earn a release of 1 course per year; the chairs of all other programs earn 1 course release after serving for two consecutive years as program chair.

1. Represents the section at Executive Committee meetings, speaking to section needs and reporting section votes.
2. Convenes section meetings on a regular basis as needed (sets the agenda; ensures that problems are discussed and dealt with in a timely manner; articulates new departmental policies to the section; and holds section votes on general departmental matters, as appropriate).
3. Submits the section schedule for upper-division and graduate classes (fall, spring, and summer) to the front office by the deadlines set by the associate head, after first consulting with the language program director (when applicable) as to the 100- and 200-level schedule, and with the section as to priorities, enrollments, and other considerations.
4. Represents the section at gatherings such as the end-of-year awards ceremony, open house, etc.
5. Ensures that the section's area of the department website is regularly updated.
6. With the associate head, monitors and adjusts the schedule according to enrollments, at the beginning of each semester.
7. Draws up curricular changes in consultation with the section, oversees the section vote on these changes, and sends them to the associate head in a timely manner.
8. Serves as the principal contact for all section issues, when no other contact has been previously identified.
9. Ensures (with the LPD's, when appropriate) that all NTTF are observed by tenure-line faculty, on a rotating basis, and that these observations are submitted to the front office.

Appendix F: **WLC Policies for hiring and renewal of Non-Tenure-Track Faculty (NTTF)**

Hiring. Newly-open lecturer positions in WLC will be filled by a national search process, following approval from the A&S Dean's Office and the Office of Equity and Diversity, in accordance with College bylaws and the Faculty Handbook. Programs decide whether their needs for a particular position are best served by a lecturer with an MA or a PhD. Requests to search will be presented by section chairs and/or LPDs to the Head in the Spring semester for endorsement, before being sent to the College. The Head will appoint a committee to conduct the search(es) for each program; search committees must include at least one NTTF member.

There are two exceptions to this procedure for filling newly-open positions: 1) the short-term positions for recent WLC PhD's described below and 2) last-minute vacancies for which there is no time to conduct a national search. In the latter case, these positions will be filled by national search the following year.

Renewal. Lecturer positions are renewable annually, contingent on satisfactory performance and departmental need. Promotion to Senior Lecturer comes with a three-year renewable term, and promotion to Distinguished Lecturer comes with a five-year renewable term. If low enrollments or budget cuts require a reduction in the number of NTTF positions, individual lecturers will be selected for retention based primarily on performance. In such cases, an ad hoc committee appointed by the Head will review the annual evaluations and make a recommendation.

Short-term positions for recent WLC PhD degree-holders. An open NTTF position in one of the graduate language programs (French/German/Spanish) may be used to support a recent PhD graduate of that same language program on a short-term basis (normally one or two years). The individual in this short-term position must be actively pursuing employment; will receive full-time pay for a reduced teaching load (9 hours per semester); and should be assigned at least one upper-division course to enhance their credentials. The TTF in the program in question will vote on whether or not to award this position to an individual or, should there be more than one candidate, on which should be appointed. Like all other candidates with an MA or PhD from WLC, individuals in these short-term positions are eligible to apply for regular NTTF positions in WLC for which a national search is being conducted.

Appendix G: World Languages and Cultures Non-Tenure-Track Faculty Association Bylaws

ARTICLE I. NAME AND PURPOSE

Section A. NAME

1. The official name for this organization is the “**Department of World Languages and Cultures Non-Tenure-Track Faculty Association.**”
2. This organization will use the name, or the shortened **WLC NTTFA**, in all publicity materials and correspondence.

Section B. PURPOSE

The primary purposes of this association are:

1. to unify and organize World Languages and Cultures (WLC) non-tenure-track faculty;
2. to determine representation of non-tenure-track faculty at WLC departmental meetings and committees, which deal with all aspects of the functions of the department of WLC at the University of Tennessee, Knoxville;
3. to provide a forum for the non-tenure-track faculty to confront and discuss issues that are pertinent to all non-tenure-track faculty at The University of Tennessee;
4. to support and voluntarily initiate organized multi-language undergraduate events.

All activities of this organization must be directed toward these purposes.

ARTICLE II. MEMBERSHIP

All full-time and part-time non-tenure-track faculty (NTTF) in WLC are voting members.

ARTICLE III. EXECUTIVE COMMITTEE

Section A. OFFICER TITLES

President Vice President Secretary

Section B. DUTIES

- a. As the executive officers of the association, the President, Vice President, and Secretary provide leadership for the non-tenure-track faculty. Their responsibilities include:
 1. serving a period of two academic years.
 2. attending all WLC departmental meetings as voting members unless extenuating circumstances occur. In that case, the officer shall contact the other officers and inform them of this circumstance.
 3. attending all WLC Executive Committee meetings to represent NTT faculty. The officers shall organize themselves so that one of them is in attendance on a rotating schedule.
 4. working with the other officers to plan, organize, and communicate matters as needed.
 5. maintaining fairness in the nomination and voting processes of all elections presented by the organization.
 6. maintaining order, fairness and integrity throughout the organization.
 7. assisting in the selection of the voting representatives at the WLC departmental meetings.
- b. **The President’s** responsibilities include:
 1. The President shall organize a minimum of two meetings per academic year. The President must invite the Department Head and the Associate Department Head of WLC to attend a minimum of two meetings per calendar year. The President will also organize all other meetings that may be necessary throughout the academic year.
 2. The President shall ask for input from members regarding issues that need to be

presented at the departmental meetings.

3. The President shall start, adjourn and maintain order at all meetings in accordance with *Robert's Rules of Order, Newly Revised*. In the case that a member becomes disruptive at a meeting, the President shall ask that member to leave the meeting.

4. The President will call forth a selection of representatives for the academic year to the WLC departmental meetings.

c. **The Vice President's** responsibilities include:

1. In the absence of the President, the Vice President exercises the powers and duties of the President.

2. The Vice President shall assist the President with the preparation of the agenda for meetings when needed.

3. The Vice President shall serve as a liaison to the other non-tenure track faculty members.

4. The Vice President shall keep all members informed on every aspect discussed by the officers of the WLC Lecturers' Association.

d. **The Secretary's** responsibilities include:

1. The Secretary shall record minutes at WLC NTTFA meetings, distribute the minutes to all non-tenure-track faculty, and keep the minutes on file.

2. The Secretary shall send email reminders to the non-tenure-track voting representatives to attend the departmental meetings.

3. In the event a voting member cannot attend a departmental meeting, the Secretary shall find a replacement.

Section C. REQUIREMENTS FOR RUNNING FOR AND HOLDING OFFICE

1. All officers and candidates for office must be currently employed at least 75% in the Department of World Languages and Cultures.

2. All officers must be voting members of the Department of World Languages and Cultures Non-Tenure-Track Faculty Association (WLC NTTFA).

Section D. NOMINATIONS AND ELECTIONS

1. The President will send information on the duties of the officers and provide a deadline for nominations to close. Nominations for all offices will be collected via e-mail after the announcement has been made by the President indicating that the nomination process has begun.

2. Any member may nominate any other member. Self-nominations are also welcome.

3. Elections will be held following the nomination period and after each nominee has been contacted and has accepted the nomination.

4. The election process will begin after all nominees have accepted their nominations and have submitted a brief statement of intent. If an electronic voting system is not available, a hard copy ballot will be placed in faculty mailboxes of all members. A deadline for submitting these ballots will be provided through e-mail communication as well as written on the ballot. This process may also take place through an electronic ballot established by the officers through OIT.

5. A simple **majority** vote from the ballots will determine the outcome of the election. All officers must be present during the counting of the ballots, if they are hard copy.

Section E. TERMS OF OFFICE AND VACANCIES

1. The term of office shall be after the last meeting of the spring semester, when elections were held, until the end of the last meeting of the spring semester, after two academic years have passed.

2. Should an office vacancy arise, there will be another nomination process and election for the vacant office.
3. In the event of an interim period of presidential office vacancy, the Vice President will assume the duties of the President, the Secretary will assume the duties of the Vice President, and the current duties of Secretary until the position has been filled.
4. In the event of an interim period of vice-presidential office vacancy, the President will assume the duties of the Vice-President until the position has been filled.
5. In the event of an interim period of secretarial office vacancy, the Vice President will assume the duties of the Secretary until the position has been filled.

ARTICLE IV. MEETINGS

Section A. FREQUENCY AND ESTABLISHMENT

1. Non-tenure-track faculty meetings will be held a minimum of two times per academic year. Typically, these meetings will be scheduled on non-instructional days.
2. Additional meetings may be called by the **president** or by **any combination of two of the officers**.
3. Written notification of meetings shall be made at least two weeks in advance, except in circumstances which call for immediate action, and a detailed agenda and supporting documents shall be distributed in advance.
4. Items may be placed on the agenda at the discretion of the president or request of a member.

Section B. QUORUM

A **quorum** for the meetings shall consist of fifty percent of the voting membership in attendance at the meetings.

Section C. DECISIONS

1. **Decisions** shall be made by majority vote. If a majority is not forthcoming, the non-tenure track faculty shall follow the parliamentary rules as set forth in *Robert's Rules of Order, Newly Revised*.
2. Minutes shall be recorded, distributed to all non-tenure-track faculty, and kept on file. The minutes shall include a record of attendance, a summary of announcements and committee reports, discussion of old and new business, votes taken, and other official business. Only the positive or negative outcome of the decision is recorded.

ARTICLE V. SELECTION OF VOTING REPRESENTATION AT WLC DEPARTMENTAL MEETINGS

Section A. PURPOSE

1. The Association shall provide the representatives of the non-tenure-track faculty, not to exceed 35% of the total number of full-time NTTF in WLC, to vote at WLC departmental meetings.
2. The NTTF representatives must be full-time lecturers in the department (at 75%—a 3-3 load—or more). These representatives will have voting privileges on curricular changes concerning the 100 and 200 levels and on all other matters not specifically restricted by university policy, e.g. promotion, retention, and tenure decisions. All NTTF will conduct a separate vote from the TTF, to be forwarded to the Dean, for the appointment of new or continuing department heads.

Section B. SELECTION

1. The President, Vice President, and Secretary are elected voting representatives.
2. The other voting representatives are selected in the following manner: a. During the

first meeting of the academic year, the President will ask the members to volunteer to serve as representatives. Three members will volunteer to be reserve members if a regular member is unable to attend a WLC departmental meeting. b. If there are more volunteers than positions, the Executive Committee will select the members. That selection will necessarily consider both program representation and position to provide a representative mix not only of languages, but also lecturers, senior lecturers, and distinguished lecturers.

Section C. VOTE

1. The representatives will vote as individuals and should not feel obligated to consult with other non-tenure-track faculty members before they vote.
2. The representatives are not obligated to convey their individual vote to the other non-tenure-track faculty.

ARTICLE VI. COMMITTEES

Section A. REPRESENT NTTF ON EXECUTIVE COMMITTEE

1. The WLC NTTFA officers (president, vice president, and secretary) will rotate in representing the NTT faculty on the WLC Executive Committee.

Section B. AD HOC COMMITTEE

1. Ad hoc committees, which deal with internal issues within the Association, may be established by the Executive Committee.

Section C. OTHER COMMITTEES

1. The Department of WLC will occasionally ask the WLC NTTFA for representatives to be part of committees. In these instances, nominations and self-nominations can be submitted to the President. The WLC Department Head will choose the committee members.

ARTICLE VI. BYLAWS AND AMENDMENTS

1. These bylaws take precedence over all bylaws proposed until approved by the members of the WLC NTTFA.
2. University and Departmental policies take precedence over these bylaws.

Section A. AMENDMENTS

1. Any changes to these bylaws should be proposed in writing to the officers of the WLC NTTFA, and must be approved by a simple majority vote of the members.
2. Notification of such a motion must be made through e-mail to the President and will follow the guidelines outlined in Section D. NOMINATIONS AND ELECTIONS
3. All amendments shall be in consonance with University and Departmental regulations and policies.

Appendix H:

Guidelines For Evaluating the NTTF Portfolio Annually

(Part time faculty are not required to submit an annual portfolio)

	Far Exceeds	Exceeds	Meets	Falls Short	Falls far Short
Professional Development (last 2 years)	<p>Instructor regularly attends professional development opportunities (e.g., workshops, conferences, presentations, webinars, etc.) focused on areas of best teaching practices.</p> <p>Instructor has participated in pedagogical development, enhancement, and improvement of a course for the program, either through the Summer Institute, workshops, or conferences. Instructor has created or redesigned a course.</p> <p>Instructor was awarded to do some kind of course development, or received a teaching award or presented on teaching at a conference etc.</p>	<p>Instructor attends professional development opportunities (e.g., workshops, conferences, presentations, webinars, etc.) focused on areas of best teaching practices once or twice per year.</p> <p>Instructor has participated in pedagogical development, improvement of a course for the program, either through the Summer Institute, workshops, or conferences; created or redesigned a course or a major component of a course.</p>	<p>Instructor has attended professional development opportunities (e.g., workshops, conferences, presentations, webinars, etc.) in recent years focused on areas of best teaching practices.</p> <p>Instructor regularly attends OIT, TLI, or WLC LRC workshops.</p>	<p>Instructor has attended only one (1) professional development opportunity (e.g., workshops, conferences, presentations, webinars, etc.) in the last 2 years focused on areas of best teaching practices.</p> <p>Instructor has not attended workshops, webinars, or pedagogy related events.</p>	<p>Instructor has attended no professional development opportunities in recent years focused on areas of best teaching practices.</p>
Teaching Material (Activities)	Instructor has provided a variety of teaching materials that target various skills, depending on the teaching duties of the faculty member; instructor delivers relevant examples of assignments and	Instructor has provided a variety of teaching materials and examples of assignments and assessments that target various skills, depending on the teaching duties of the	Instructor has provided a variety of teaching materials that target various skills, depending on the teaching duties of the faculty member	Instructor has failed to provide a variety of teaching material or relevant examples.	<p>No material is available.</p> <p>No translation of the material is provided.</p>

	<p>assessments.</p> <p>Objectives and materials are clearly explained, and tasks are well assessed.</p> <p>Instructor provides clear examples of how the developed content promotes deeper learning.</p>	<p>faculty member</p> <p>Objectives and materials are clearly explained, and tasks are well assessed.</p>	<p>Objectives and materials are clearly explained.</p>	<p>Objectives and materials are not clearly explained.</p> <p>No translation of material is provided.</p>	
Observation Reports, if applicable	<p>Letter of teaching observation is positive in every aspect.</p> <p>Observation report is above 'meets expectation' or equivalent.</p>	<p>Letter of teaching observation is positive.</p> <p>Observation reports above 'meets expectation' or equivalent.</p>	<p>Letter of teaching observation is positive and rating is 'meets expectation' or equivalent.</p>	<p>Letter of teaching observation addresses many areas that need improvement; report/rating is below 'meets expectation' or equivalent.</p>	<p>Letter of teaching observation addresses many areas that need improvement; report / rating below 'meets expectation' or equivalent.</p>
Student evaluations	<p>High (or higher range of EOC scores) with an average of 4.5 or more with specific reference to Instructor's contribution.</p>	<p>Satisfactory EOC Scores average of 4 with specific reference to Instructor's contribution.</p>	<p>Satisfactory EOC Scores (average of 3).</p>	<p>Low EOC Scores (less than 2.5 with specific reference to Instructor's contribution.</p>	<p>Less than 2 average</p>
Student Narrative Comments	<p>Comments on instructor's contribution to students' learning.</p> <p>Comments should be specific about what elements of</p>	<p>Comments on instructor's contribution to students' learning.</p> <p>Comments should be specific about</p>	<p>Comments on instructor's contribution to students' learning.</p> <p>Provides a representative</p>	<p>Comments are more of the general type and not very specific.</p> <p>Provides very few narrative</p>	<p>Comments are more of the general type and not very specific.</p> <p>Does not</p>

	<p>the class were important.</p> <p>Provides a representative variety of student comments both positive & negative.</p>	<p>what elements of the class were important.</p> <p>Provides a representative variety of student comments both positive & negative.</p>	<p>variety of student comments both positive & negative.</p>	<p>comments.</p>	<p>provide students narrative comments.</p>
Supervis or Commen ts	<p>A letter with comments on the annual performance is required for NTTF who receive course release(s) for administrative duties and/or service.</p>				

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WLC bylaws **last updated 12/7/22**

Previous updates: **5/10/21**; 2/2/21; 11/3/21; 9/25/20; 4/3/20; 3/6/20; 4/3/18; 3/15/17; 8/15/16; 5/15/16; 2/2/16; 12/15/16; 11/3/15; 8/15/15; 11/5/14; 10/7/14.