

**DEPARTMENT OF  
FOREIGN LANGUAGES AND LITERATURES**

**Policies Manual**

**This manual should be read in conjunction with the  
latest editions of other NC State policies and guidelines:**

***Faculty Handbook***

<http://www.ncsu.edu/provost/fh/>

***Handbook for Advising and Teaching***

<http://www.ncsu.edu/provost/hat/current/>

***University Guidelines for Promotion and Tenure***

[http://www.ncsu.edu/ncsu/provost/academic\\_affairs/rpt/](http://www.ncsu.edu/ncsu/provost/academic_affairs/rpt/)

***CHASS Guidelines for Promotion and Tenure***

<http://www.ncsu.edu/chass/documents/chassrpt.html>

**(Adopted December 1984)**

**(Revised January 1994)**

**(Revised August 2002)**

## Departmental Policies on Reappointment, Promotion, and Tenure

### I. Preamble

1. The object of tenure policies within the Department of Foreign Languages and Literature is to recognize colleagues who have achieved sufficient distinction, and who show promise of continuing to demonstrate distinction, to merit a permanent position in the Department.
  
2. There are three areas in which, normally, such distinction may be shown: (1) teaching, (2) scholarly activity, and (3) service to the Department, College, University, and Community. The following three paragraphs set forth the Department's general understanding of what constitutes distinction in these areas. These paragraphs are pertinent both for the granting of tenure and for promotion at every rank.
  - A. The great majority of students taking courses in the Department of Foreign Languages and Literature are undergraduates. The Department is committed to strengthening the importance of humanistic studies in the overall university curriculum. Faculty provides undergraduate instruction that is stimulating, rigorous, and successful and will continue to do so.
  
  - B. Excellence in teaching is necessarily contingent upon the ongoing pursuit of scholarly activities. Such pursuits should normally result in publication. In this area, the primary concern of the Department is that its faculty be intellectually active, and produce work of substance and quality. At the same time, in the light of its diversity and also of the diverse nature of the material its faculty teach, the Department recognizes that the proper intellectual concerns of that faculty include but may also extend beyond the traditional areas of scholarly endeavor.
  
  - C. Participation in the various functions and tasks that are necessitated by, or that may enhance, the corporate status of the Department, College or University, should be considered an important and useful aspect of employment in the Department. It is expected that each faculty member recognize the importance of such activity, and participate when called upon to do so.
  
3. The Department reaffirms the Nondiscrimination Policy of North Carolina State University as stated in Chapter V of the *Faculty Handbook*. In all matters of tenure and promotion, decisions shall be made strictly and solely on the basis of the standards set forth in this document.

## II. Standards for reappointment as assistant professor

The initial appointment at the assistant professor level is for four years. During the course of the third year, the candidate will undergo a comprehensive evaluation by the Advisory Board (the tenured full and associate professors of the Department) in consideration for renewal appointment at the assistant professor level. Within the guidelines set forth in the Preamble to this document (I A-C) and the guidelines established by the Office of the Provost, in considering reappointment, the following specific criteria will be applied:

- A. Evidence of excellence in teaching in lower- and upper-level courses, as demonstrated by:
1. student evaluations from four lower-and upper-level courses taught and numerical rankings from all courses taught;
  2. a teaching observation of a course of the candidate's choosing by two members of the advisory board, one of whom may be designated by the candidate and the other to be chosen by the Department Head;
  3. a teaching portfolio which includes material such as: teaching philosophy, a selection of syllabi, new courses created, hand-outs, exams, student papers. This should be representative and not comprehensive [see appendix A].
- B. Evidence that significant scholarly activity is in progress, as demonstrated by:
1. presentations at professional meetings;
  2. published work and manuscripts of work in progress;
  3. grants for research or study, and the results of that research or study.
- It is expected that the candidate will have at least one publication of substance and merit at the time of reappointment.
- C. Evidence of willingness and ability to work with colleagues, and participation in Department, College and University activities. Examples of this may include;
1. participation in curriculum development and section activities;
  2. advising or working with student groups such as language clubs;
  3. serving on Departmental, College or University committees;

4. lecturing in the community;
5. extension work in schools.

### **III. Standards for promotion from assistant professor to associate professor**

During the sixth year of his or her appointment, an assistant professor will be considered for promotion to associate professor with tenure. The initial recommendation to promote with tenure or terminate appointment will be made by a majority vote of the advisory board [see the *University Guidelines for Promotion and Tenure* for the completion of the process].

A candidate who feels that his or her case is exceptionally strong may request consideration for early tenure and promotion by means of a letter to the Department Head and the advisory board. This letter should be received by March 1 of the year previous to that in which such a request would be considered.

Within the guidelines set forth in the Preamble of this document (I A-C), in considering tenure and promotion to the rank of associate professor the following specific criteria will be applied:

- A. Evidence of continued excellence in teaching both lower and upper division courses as demonstrated by the criteria specified in II A;
- B. Continued scholarly activity of substance and merit, including research beyond the area of the doctoral dissertation. Normally such activity will include:
  1. publication of a book, or a book-length manuscript under contract, or publication (or acceptance for publication) of major articles considered by the Advisory Board to be equivalent;
  2. publications in journals in the candidate's general field;
  3. presentations at professional conferences.

The candidate must provide evidence of the quality of research and publication. The Department Head will consult with the candidate and the Advisory Board in developing a list of four to six external evaluators who are authorities with significant expertise and reputation in the field of the candidate from whom testimonia can be requested.

In addition, it is expected that the candidate shall have demonstrated a continued willingness and ability to work with colleagues, and provide evidence of a greater service

commitment to the Department, the College, University, and Community.

#### **IV. Standards for promotion from associate professor to full professor**

During the fourth year in rank, an associate professor may be considered for promotion to full professor. Candidates who feel that their case is exceptionally strong may request early promotion by writing a letter to the Department Head. Each year the Executive Committee (tenured full professors) of the Department will determine which associate professors might be acceptable candidates for full professor. An associate professor may also request that the Executive Committee consider his or her case. Although a candidate has the right to request consideration for promotion without the consent of the Executive Committee, in no case should a candidate go forward without the consultation of the entire committee. Recommendation for promotion to full professor will be made by a vote of the Executive Committee. Within the guidelines set forth in the Preamble of this document (I A-C), in considering promotion to the rank of full professor the following specific criteria will be applied:

- A. Evidence of continued excellence in teaching both lower- and upper-division courses according to the criteria specified in II A. A peer review may be substituted for the teaching observation.
- B. Continued scholarly activity involving research well beyond the area of the doctoral dissertation. Normally such activity will include:
  - 1. publication of a second book showing scholarly originality, substance, and merit, or of major articles deemed by the committee to be equivalent;
  - 2. presentations at professional conferences and active participation in professional organizations.

The Department Head will consult with the candidate and the Executive Committee in developing a list of four to six external evaluators who are authorities with significant expertise and reputation in the field of the candidate from whom testimonia can be requested.

- C. Evidence that the candidate can and will continue to work cooperatively with colleagues at all levels, in and out of the Department. Such work should show evidence of active leadership and contribution to the Department, the College, University, and Community.

## **Faculty Performance Reviews**

All faculty members shall submit an annual activity report concerning their professional activities and achievements at the end of the academic year. This report shall be included in each faculty member's personnel file at the Department level and, if requested by the College Dean, at the College level. For this purpose each Department shall develop an appropriate annual report form. Sample copies of the forms being used by each school or other administrative unit shall be filed with the Provost.

### **PERFORMANCE REVIEWS OF FACULTY MEMBERS**

Performance reviews of faculty members are intended to provide periodic opportunities for Department Heads to evaluate past performance of faculty members and for faculty members to share with their Department Heads professional goals and objectives for the future. These evaluations shall be made in accordance with the established University, College, and Departmental promotion and tenure guidelines and in the light of assigned functions (e.g., teaching, research, service, and extension). The results of these evaluations shall have a significant bearing on merit salary recommendations and, in accordance with established procedures, on recommendations for reappointment, promotion, and tenure.

Each Department Head shall conduct an annual performance review of all faculty in that Department. The Department Head shall meet with the faculty member being reviewed and shall use the submitted annual activity report as a basis of the review. For the purpose of the review the Department Head may seek the advice and counsel of the senior faculty and such other advice and information as the Department Head may deem appropriate. A copy of the review shall be kept in the faculty member's personnel file at the Department level and, if requested, by the College Dean. Upon written request from the faculty member, the Department Head shall provide the faculty member a written summary of the results.

### **COMPREHENSIVE REVIEWS**

#### **I. Preamble**

Comprehensive Review of Tenured Faculty (CRTF) in the Department of Foreign Languages and Literatures is aimed at faculty development and is normally carried out by the faculty. In establishing such a system, this Department explicitly recognizes that faculty are already subject to a variety of evaluations of their work and strongly endorses the presumption of merit that attaches to tenure.

The Department also recognizes that different research fields have different expectations and that not all career paths are the same. Distinct interests, activities, and types of productivity may characterize different stages of a faculty member's career. An effective and equitable system of Comprehensive Review of Tenured Faculty must be flexible enough to acknowledge and support such variety in

expectations and activities.

Comprehensive Review of Tenured Faculty should be carried out with a minimum of disturbance to other activities and should not increase paperwork or be perceived as busy-work. It should be conducted with sensitivity, discretion, and an a priori assumption of effective service on the part of the faculty member under review.

In all matters the Department's procedure on Comprehensive Review of Tenured Faculty will be consonant with the University's policy on Comprehensive Review of Tenured Faculty as outlined in the Faculty Handbook.

## **II. Standards and Procedures**

Comprehensive Reviews of Tenured Faculty will normally occur three years after tenure and promotion to the rank of associate professor and each three years thereafter. If a faculty member is reviewed for promotion to the rank of professor, that review (whether or not promotion occurs) will replace Comprehensive Review of Tenured Faculty, and a subsequent review will occur five years later if the promotion occurs or three years later if it does not. For full professors, Comprehensive Reviews of Tenured Faculty will normally occur five years after promotion and each five years thereafter.

Reviews of associate professors and professors will be conducted by the Department's Executive Committee (full professors). The outcome of evaluation is confidential – confined to the appropriate Department, College, and University personnel and to the faculty member under evaluation. Multiple measures will be used in the review. Consideration will be given to research and scholarly productivity, to teaching effectiveness, and to campus and professional service. A faculty member is free to submit whatever materials he or she chooses for the review. These normally will include evidence of: continued research, professional and intellectual growth, effective teaching and service.

Each faculty member should develop, in consultation with the Department Head (or other unit leader), a Plan for Professional Development that includes the professional goals and aspirations of the individual faculty member and the relationship of these goals to plans for continuing development of the Department and College of appointment and, where appropriate, to the goals of the university as a whole. Should the CRTF find that the faculty member being reviewed is not performing effectively in one or more areas, the CRC will provide recommendations in the form of advice to the faculty member for consideration in updating his or her Plan. Reassessment of the area of concern will occur the following year.

## **III. Review**

After reviewing the relevant information, and meeting with the faculty member, the CRC will provide a written assessment to the faculty member and the Department Head of whether the faculty member meets or does not meet the performance criteria. Unless there is any significant negative administrative action being taken (see below), the only reporting beyond the Department that will occur is the report that the review took place and an indication of when the next review is expected.

When the CRC finds that the faculty member does not meet the performance criteria, the CRC will provide to the faculty member and the Department Head a written description of the deficiencies, written advice regarding improvement, which may be considered by the faculty member for inclusion in the plan for professional development, and opportunity for the faculty member to consult with the CRC regarding its assessment of performance and its advice regarding improvement. The comprehensive performance of the faculty member will be assessed by the CRC in each succeeding year until the CRC assessment changes.

The Department Head will complete the review and communicate with the faculty member regarding the results. The Department Head may provide a written summary and will do so upon request by the faculty member; the individual may provide a written response. Any written summary and response will be part of the personnel file.

The Department Head will provide the Dean the assessment of the CRC, the Department Head's assessment when it differs in any respect from that of the CRC, any written summaries and responses, the individual's plan for professional development, and the Head's recommendations for any administrative action. The Dean shall provide to the provost an acknowledgment of the completion of the review and the Dean's recommendations for any administrative action.

Following an initial assessment by the CRC of an individual not meeting the performance criteria, the recurrence of similar assessments for two years in sequence, or for three years in five, will constitute evidence of the professional incompetence of the individual and may justify the imposition of serious sanctions including discharge for cause.

## **Proxy Votes**

### **Personnel Matters [Hiring, Review, Tenure and Promotion]:**

No proxy votes will be allowed, but committee members may cast an absentee ballot. The absentee ballot must be sent to the Department Head before the beginning of the meeting in which the personnel matter is to be voted on. The absentee ballot may be sent by mail, fax, e-mail, telephone or any other future means of transmitting. The Department Head shall keep the absentee vote confidential. There must be a compelling reason for the absence. For hiring, the individual will have read the dossiers and participated in the campus visits of candidates. For Review, Tenure, and Promotion, the individual will have read the full dossier.

### **Other Departmental Matters:**

No proxy votes will be allowed. Also, no absentee ballots will be allowed, since issues to be voted on and motions in a meeting can significantly change during the course of the meeting. However, committee members who know they will have to be absent, may write down their opinion and have it presented at the meeting.

## **Procedures for Review and Approval of Request for University-Sponsored Leaves**

**These procedures should be read in conjunction with the latest edition of the CHASS “Off Campus Scholarly Assignment” guidelines made available at the beginning of each academic year by the CHASS Research Office.**

- I. Any member of the tenured and tenure-track Faculty, excepting visiting appointees, is eligible to compete for off-campus assignment (one semester at full pay or one year at half pay). Junior faculty members will be eligible for their first leave after they have completed eight semesters as assistant professor at North Carolina State University. After the first leave, the faculty member should normally complete at least four years of service before being eligible for another. The leave may be taken either in the fall or the spring, according to the needs of the Department. For example, a faculty member who had a leave in the fall or the spring of 2000-2001 would be eligible to apply for another for the fall or spring of 2005-2006. Leaves may be granted for research, for the completion of a manuscript or for professional development. Proposals will be ranked by the committee according to merit.
- II. Eligible faculty members are invited to apply by October 15 for leave during the following academic year, submitting a curriculum vitae, description of the proposed project and a summary of results of previous leaves. The project description should specify clearly the purpose and the means for its achievement. College guidelines are distributed to interested faculty by the Leave Committee Chair, generally in early September. The Department must forward its proposals to the CHASS Research Office, generally by mid-November.
- III. A three-member committee will evaluate the applications, consulting others inside and outside the Department, as it may deem necessary. In its recommendation, the committee will weigh first the validity and significance of the proposal. Added consideration will be given to persons who have not had previous leaves and, in the case of those who have, to the progress the particular person may have made on previous projects, as stated in the College policy statement. Upon its decision, the committee will send the ranked proposals to the Department Head. Time lapse between leaves of absence will be a factor in the ultimate decision. Preference will be given to those who request a year (rather than a semester) leave. Faculty are encouraged to apply for outside grants to supplement their salaries.
- IV. The committee will be appointed by the Department Head and will normally consist of senior faculty members (tenured associate and full professors). The committee members will serve for staggered three-year terms. Initially, one person will be appointed for one year, another for two years, yet another for three. After the first year, one member will be appointed annually. In the event that a committee member applies for leave or is absent from the campus in a given year, a substitute will be appointed.
- V. In making a final determination, the Department Head will take into consideration the teaching needs of the Department. The rankings of the proposals will then be forwarded to the CHASS

Research Office. The final decision is made by the Dean of CHASS in consultation with the Provost, and, in any given year, the awarding of leave is contingent upon budgetary considerations.

- VI. A faculty member whose leave is approved is expected to take it during the period assigned. Failing to do so, he or she may make a new application that will be placed in competition on an equal basis with other applications at the later date. On completion of the leave, the recipient will submit a report on work accomplished during the leave period.
- VII. Salary for off-campus assignment will not be used to subsidize teaching at other institutions or to finance any activities not consistent with the purposes of research and study grants. The faculty member accepting an off-campus assignment will be asked to state in writing her or his intent to return to NC State for an equivalent period immediately following the completion of the assignment.

## **Guidelines for Evaluating and Reappointing Non-Tenure Track [NTT] Faculty**

With primary consideration given to departmental staffing needs in the various languages it teaches, the following criteria for evaluating and reappointing NTT faculty will apply:

### **I Quality of teaching**

- student evaluations. NTT faculty may also furnish qualifying remarks;
- prearranged visit in the first year of appointment by coordinator or a designated representative. Subsequent visitations will normally occur every two to three years. At the discretion of the Department Head, coordinator or individual NTT faculty member, additional visits may be arranged. Visits will entail prompt follow-up consultations, and NTT faculty will receive a copy of the evaluation.
- consideration of additional materials, e.g., syllabi, quizzes, hand-outs, etc., as deemed appropriate by those conducting the review;
- willingness and ability to work with colleagues.

### **II Additional contributions or service**

After due consideration of the quality of teaching of the NTT faculty member, additional aspects of service or contributions to the Department may be considered, such as the following:

- cultural and/or creative activities that promote the foreign language and culture;
- number of years with the Department;
- publications and scholarly work.

### **Evaluation of NTT Faculty**

Appointments and evaluations of NTT faculty shall be made on the basis of consultation by the Department Head with the Assistant Department Head, and with the coordinator(s) of the appropriate language sections, and other tenured or tenure-track faculty who wish to be involved. The Head will solicit input from the Advisory Board regarding NTT faculty at the end of the academic year.

## **Procedures for Student-Initiated Grievances**

**These procedures should be read in conjunction with information provided by the Office of Student Conduct – [http://www2.ncsu.edu:8010/student\\_affairs/osc/](http://www2.ncsu.edu:8010/student_affairs/osc/)**

1. Student-initiated grievances should be reported to the Department Head by the student registering the complaint.
2. The Department Head will attempt to clarify the issues and satisfy the student's inquiry. If the complaint appears legitimate the student will be advised to communicate with the instructor and seek a satisfactory resolution.
3. If step 2 fails, the Department Head will confer with the faculty member or members involved and obtain what data the faculty member may be able to provide relating to the particular grievance. Following such conference, the Department Head will make a recommendation and so inform the student and faculty involved.
4. At the discretion of the Department Head, this recommendation may be to refer the complaint to an ad-hoc departmental grievance committee, which should consist of the Assistant Department Head as chair, two additional faculty members selected by the Department Head and one undergraduate student major. If the Assistant Department Head is the instructor of complaint, the Department Head will appoint a replacement to chair the committee.
5. In the event that the complaint is referred to committee, the student will be advised to submit a formal complaint in writing to the Department Head, a copy of which will be sent to the instructor in question. The instructor will also be asked to submit a written statement describing the complaint situation. Both statements will be submitted to the grievance committee.
6. The committee will review the statements, seek additional data if warranted, and make an advisory report to the Department Head concerning means for dealing with the complaint.
7. The Department Head will advise the student and the instructor of the committee's report.
8. The grievance committee is only advisory, and its recommendation will not be imposed on either student or faculty member. After a departmental opinion has been given, students and faculty likewise are free to pursue the matter with the Dean's Office.

## Search Procedure Guidelines

This document is intended to be an exposition of a consistent and equitable job search process. At times, budgetary or other considerations may make it impossible to fulfill all criteria. If and when exceptions to the recommendations become necessary, they will be raised at a meeting of the tenured and tenure-track faculty. Search committees should carry out their charge in consultation with the Department Head.

1. Designating the Field of a Tenure-track Line (e.g., language, area, period, discipline, breadth):

This should be discussed and decided by the tenured and tenure-track faculty, under the guidance of the Department Head, and with the advice of the section(s) involved. If the Head, Dean, or Provost decides to contravene the wishes of the faculty, then s/he should be requested to meet with the faculty to explain that decision.

2. Designating the Search Committee:

The Department Head should appoint the Search Committee, to be comprised of: (I) at least three full-time faculty members; (ii) at least two members of the relevant language section; (iii) at least two tenured faculty; (iv) two faculty whose fields of research are closest to the designated field; and (v) any other faculty member, from this or any other relevant Department/field, who expresses a specific desire to join the committee. If a request, as in (vi), cannot be granted, the Department Head should explain that decision to the departmental faculty. Ad hoc members should be appointed only after approval by the Search Committee.

3. Advertising the Position:

The advertisement should be written by the Search Committee, in consultation with the Department Head, and be worded specifically enough to prevent an unmanageably large candidate pool, but also broadly enough to ensure the pool is viable (namely, attracting at least three candidates worthy of invitation).

4. Initial dossier reviews:

While the Search Committee may actively seek input from colleagues, the initial dossier review should be conducted solely by that committee. The Committee is expected to follow all procedures and guidelines of the university equal opportunity policy. There are a variety of valid reasons for applicants to be excluded in the early stages of dossier review (including lack of proficiency in English). However, 'overqualified' candidates should not be excluded until it is clear that they would not be interested in the position. The entire faculty should have access to all dossiers, but until a short list is established, the confidentiality of the candidates should be respected.

5. Off-Campus Interviews:

At least three faculty members should receive funding to attend off-campus interviews, including (i) at least one specialist whose field is as close as possible to the offered position; (ii) at least one member of the corresponding language section; (iii) at least two tenured professors; and (iv) at least two members of the Search Committee. If possible, the Head or Assistant Head will attend the off-campus interviews.

6. On-Campus Interviews:

a. A minimum of three candidates should be invited to campus for interviews.

b. The Search Committee Chair should be held responsible for organizing the schedule of the candidates in consultation with the Department Head.

c. The candidate should give a lecture or presentation relating to his/her research. All tenured and tenure-track faculty, including the Department Head, are expected to attend these lectures if possible. If possible, the candidate will provide a copy of the presentation at the time of the campus visit.

7. Demonstration Classes:

a. Candidates will be asked to teach a 200-level language course to demonstrate their teaching skills. This will maximize the potential variety of classroom techniques, while still including basic material.

b. At least one tenured faculty member (preferably fluent in the same language) will attend the demonstration class.

c. A written evaluation of the class will be made available to the faculty prior to the faculty meeting to vote on hiring, and the observing faculty will present their findings at the meeting.

8. Faculty Meeting to Vote on Hiring:

All tenured and tenure-track faculty members, if possible, will be present at the meeting to vote on hiring. Secret ballots will be used and all discussion will remain confidential.

## BY-LAWS

### I. Organization and General Guidelines

The by-laws of the Department of Foreign Languages and Literatures are to be considered as adjuncts to and ramifications of the University by-laws as outlined in the Faculty Handbook of the University.

The Department shall be composed of faculty members and a head, who is also a member of the faculty. The head shall serve as the Department's chief administrator and is responsible for the direction and supervision of the Department. The faculty will meet regularly to discuss departmental matters. The faculty will be involved in determining departmental policies relating to teaching, research, service, and extension, as well as other matters relating to departmental affairs, within the guidelines established by the College and University.

The faculty and head will work together for both personal and professional growth in a spirit of mutual respect, cooperation, and shared responsibilities.

### II. Departmental Administration

#### The Department Head

- oversees the administration and supervision of the Department;
- is responsible for personnel matters, budget issues, direction of the Department, administrative initiatives, the representation of departmental needs and goals to the Dean and to other administrators;
- works with peers on and off campus to advise the Dean about college interests;
- develops partnerships with other departments across campus;
- consults with advisory board or executive committee on matters of departmental policy.

#### The Assistant Department Head

- oversees the University's foreign language requirement;
- serves as academic liaison to Dean's office;
- makes departmental policy recommendations;
- oversees foreign language placement tests, new student orientation, minor programs; student records, and graduation requirements for foreign

language majors;

- provides faculty support, assistance, and feedback;
- coordinates the Department's academic undergraduate program review;
- certifies English language proficiency for native speakers of other languages;
- assists in observing and evaluating the teaching of new faculty;
- works with students who have learning disabilities;
- oversees advanced placement credit.

### III. Coordinators

#### The Coordinator of Scheduling

- is responsible for establishing, modifying, and maintaining the Department's course schedule for both academic semesters;
- works with the coordinators of the Department's language sections to arrange for each section's scheduling needs;
- requests from faculty their scheduling preferences [courses, days, times, and classrooms];
- works with the Department head to ensure there is adequate staffing for the Department's course offerings;
- works with the Office of Records and Registration to ensure that there are adequate classroom facilities to meet the Department's needs;
- works with students and faculty to ensure that students are not closed out of a given course or course section if at all possible.

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#### Program Coordinators.

The function of the program coordinators depends on the existence of majors and/or minors as well as on the existence of a teaching education component within the program. Section coordinators are responsible for: ensuring the smooth running of individual sections, scheduling, in consultation with the faculty, appropriate course offerings and rotation, convening section meetings and appointing ad hoc committees as appropriate for the needs of the section, and advising minors. They also serve as liaisons between the Department and other units, or the

public, on matters involving individual sections, courses of study and concentrations.

In French and Spanish, a second coordinator exists whose responsibilities include the organization of multi-section courses and matters dealing with teacher education. They advise teacher education majors and work with the Wake County school system and other interested parties. As needed they consult with section coordinators.

#### The Coordinator of Advising

- ~~coordinates departmental advising~~
- ~~advises students campus-wide who study abroad, and processes transfer credit;~~
- ~~assists the Assistant Department Head when needed~~

#### **IV. Standing Committees**

There are various standing committees, the members of which are appointed by the Head and whose terms are fixed. Each committee convenes, as is appropriate and necessary, and reports on its work to Department Head. These committees are Curriculum (FL representative on CHASS committee), Educational Technology / Lab, Exit Interview, Graduate Language Certification, Honors, Leave, Library, Publicity, and Research & Development (FLL representative on CHASS Research committee). Committee membership is rotated, whenever possible, in order for the responsibility of service to be shared equally.

Promotion and Tenure committees are formed in consonance with the University's policies and procedures on these matters. In addition ad hoc committees are appointed by the head as needed.

Departmental policy on promotion and tenure, procedures for review and approval of requests for University-sponsored leaves, guidelines for evaluating and reappointing NTT faculty, procedures for student-initiated grievances, and departmental comprehensive review of tenured faculty (CRTF) will be found in the Policies Manual of the Department of Foreign Languages and Literatures.

These by-laws may be amended at any time with the approval of three-fifths of the Advisory Board, but changes mandated due to alterations in university policy will be changed automatically without a vote.

## **APPENDIX A**

## Possible Portfolio Items

There are several books that detail the items that can be part of a teaching portfolio. The following list is taken from: Chism, Nancy Van Note. *Peer Review of Teaching: A Sourcebook*. Boulton, MA: Anker Publishing Co., 1999 (p. 113). The list below contains items that are frequently mentioned.

- \* Description of teaching responsibilities (including advising and other work)
- \* Statement of teaching philosophy and goals
- \* Representative course syllabi
- \* Samples of course handouts and tests
- \* Self-evaluation statement
- \* Description of course development or teaching improvement efforts
- \* Copies of papers or presentations on teaching topics
- \* Videotape of classroom teaching
- \* Records of teaching awards and honors
- \* Summaries of student evaluations of teaching
- \* Reports of peers who have observed class
- \* Comments of others who have reviewed course materials
- \* Comments of those who know about the instructor's teaching contributions to the Department or field
- \* Samples of student work (preferably graded)

Also available online is: "How to Produce a Teaching Portfolio."

See especially 'Choosing Items for the Portfolio' –

[http://www.lgu.ac.uk/deliberations/portfolios/ICED\\_workshop/seldin\\_book.html](http://www.lgu.ac.uk/deliberations/portfolios/ICED_workshop/seldin_book.html)