

POLICIES & PROCEDURES
of the
DEPARTMENT OF MODERN & CLASSICAL
LANGUAGES, LITERATURES & CULTURES
Approved by the MCLLC Faculty on 1/22/20

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1 **POLICIES & PROCEDURES**
2 **of the**
3 **DEPARTMENT OF MODERN & CLASSICAL**
4 **LANGUAGES, LITERATURES & CULTURES**
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6

7 **I. The Department Structure**
8

9 Chair, Associate Chair, Administrative Director of Undergraduate Studies, Administrative
10 Director of Graduate Studies, Max Kade House Director, Coordinator of Student Teaching for
11 MATWL/MATESL, and TA Coordinators
12

13 **A. THE DEPARTMENT**
14

- 15 1. The Department of Modern and Classical Languages, Literatures and Cultures (MCLLC) is
16 composed of ten language-based tracks: Arabic and Islamic Studies, Chinese Studies,
17 Classics (Greek and Latin), French and Francophone Studies, German Studies, Hebrew,
18 Italian, Japan Studies, Russian Studies. A Bachelor of Arts and a Bachelor of Science and a
19 minor are currently offered in MCL/Arabic and Islamic Studies, Chinese Studies, Classics,
20 French and Francophone Studies, German Studies, Japan Studies, and Russian Studies. A
21 minor only is offered in MCL/Italian Studies and in Folklore and Mythology. Hebrew is a
22 constituent part of the Jewish Studies interdisciplinary program. A Bachelor of Arts and a
23 Bachelor of Science in Foreign Language and International Economics are offered in
24 cooperation with the College of Business and Economics. MCLLC also offers a Master of
25 Arts Degree in Classics, French and Francophone Studies, German Studies, Teaching World
26 Languages (TWL), and Teaching English as a Second Language (TESL) in cooperation with
27 the College of Education as well as graduate certificate programs in Latin Studies and in
28 Teaching English as a Second Language. The current arrangement does not preclude the
29 creation of new programs or degrees in the future.
- 30 2. The faculty consists of the Chair and all Department faculty who hold the rank of Professor,
31 Associate Professor, Assistant Professor, or Lecturer. In addition, the Department may
32 extend membership in the faculty, with or without voting privileges, to visiting professors,
33 instructors, or any person assigned to the Department for administrative work, teaching,
34 research or service. On voting privileges in the Department, see below under Department
35 Meetings, III.A.2.
- 36 3. MCLLC is administered by a Chair, an Associate Chair, an Administrative DUS, an
37 Administrative DGS, and an Executive Committee (EC). The Chair is appointed by the Dean
38 of Arts & Sciences—in consultation with the Department—in accordance with college
39 procedure. All other administrative positions are appointed by the Chair following
40 nomination and election by the Department faculty.
- 41 4. The Department embraces the following principles in its governance:
 - 42 a. Collegiality: the decision-making process should always involve members of the
43 Department and, where applicable, all administrative bodies.
 - 44 b. Subsidiarity: decisions on matters affecting only specific programs should be made by the
45 program working groups and, where applicable, all administrative bodies.

- 46 c. Transparency: matters of policy and the decision-making process must always be open to
47 the knowledge and scrutiny of the Department administrative bodies and the members of
48 the Department.
- 49 5. MCLLC welcomes opportunities for its faculty to teach and otherwise participate in activities
50 of other Departments and programs. Obligations to MCLLC must always be given
51 precedence, and significant work outside MCLLC can only be undertaken after consultation
52 with the Chair about teaching resources.

53

54 B. OFFICERS / ADMINISTRATIVE POSITIONS

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- 56 1. CHAIR (term 4 years, may be renewed for a total of 8 years; the Dean of A&S appoints a
57 search committee of Department faculty, who gather recommendations in open forums or in
58 individual meetings from Department colleagues on candidates for the position; the search
59 committee provides the Dean with a short list of candidates with their qualifications; the
60 Dean chooses and appoints a candidate from that list.)

61

62 Duties:

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- 64 a) Budget;
- 65 b) Convene monthly Department meetings;
- 66 c) Attend Chairs' meetings and communicate important information to faculty at
67 Department meetings (or, if urgent action is required, via e-mail);
- 68 d) Convene biweekly Executive Committee (EC) meetings and give a report of EC meetings
69 at Department meetings (or, if urgent action is required, by e-mail);
- 70 e) FMERs;
- 71 f) Staff Review;
- 72 g) Support letters for grants and sabbaticals;
- 73 h) Plagiarism/student issues;
- 74 i) Convene Ad hoc committees;
- 75 j) Appoint faculty to Departmental committees (standing and ad hoc);
- 76 k) Deal with personnel issues;
- 77 l) Maintain TRS;
- 78 m) Coordinate with HUM Chairs on initiatives, issues of concern;
- 79 n) Other duties, as necessary.

80

- 81 2. ASSOCIATE CHAIR (term 4 years, may be renewed; appointed by the Chair in consultation
82 with the EC and after final approval by vote of Department faculty)

83

84 Duties:

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- 86 a) Schedule building;
- 87 b) MCLLC PR duties (web, Facebook page, announcements on MCLLC PR, to Dean, etc.);
- 88 c) Attend Chairs' meetings if Chair is unavailable;
- 89 d) Convene faculty meetings, if Chair is unavailable;
- 90 e) Convene EC meetings, if Chair is unavailable;

91 f) Serve as point person on gathering information required by EC (as described below under
92 Executive Committee).

93 3. ADMINISTRATIVE DGS

94 The Administrative DGS is responsible for coordinating and providing resources and support to
95 the graduate programs in the Department (currently, these are Classics, French and Francophone
96 Studies, German Studies, Teaching World Languages, Teaching English as a Second Language
97 as well as graduate certificate programs in Latin Studies and in Teaching English as a Second
98 Language).

99 a) Appointment of the DGS

100 The recommendation for a DGS is made by the Chair in consultation with the EC, after initial
101 nominations and upon final approval by vote of Department faculty. The DGS is appointed by
102 the Dean of the Graduate School after consultation with the respective graduate faculty and
103 administration in the program. The DGS is normally a tenured faculty member, holding the rank
104 of Associate Professor or above, and must be a full member of the Graduate Faculty. The term of
105 the DGS is three years; it may be renewed. Although the standard term for a DGS is three years,
106 the Department has the option to request an appointment for up to four years if appropriate. For
107 example, a four-year DGS term may be requested to coincide with the term of appointment of a
108 Department Chair. A DGS who is to be absent from the University for as long as a semester must
109 inform the Dean so that a substitute may be appointed.

110 b) DGS and the Graduate School

111 The DGS reports directly to the Dean of the Graduate School or to the Dean's designee on all
112 matters relating to graduate education in the programs. The DGS serves as the focal point for
113 dissemination of information from the Graduate School.

114 c) Advising and Recruiting

115 The DGS serves as general advisor to all graduate students in the Department. There are also
116 additional discipline-related advisors for Classics, French and Francophone Studies, German
117 Studies, Teaching World Languages, and Teaching English as a Second Language, who are
118 appointed by the Chair (in consultation with the EC and the relevant working group). The DGS
119 serves as a discipline-related advisor to the graduate students in her/his discipline. The
120 discipline-related advisors advise the students on their academic schedules and endorse the
121 schedules, as well as guide the students about career opportunities. Furthermore, the additional
122 advisors conduct discipline-related recruiting of new students.

123 Duties:

124

125 a) Attend College DGS meetings. Communicate information (both to the Department in
126 general, and to the Graduate Committee in particular) on College DGS meeting news;

- 127 b) Serve as Chair of the Graduate Committee (GC) in the Department. Convene monthly
128 meetings of the GC to discuss curricular proposals and issues relevant to the graduate
129 programs. Provide meeting minutes from GC meetings for review by faculty before
130 Department meetings and report on GC meeting decisions. The GC meets at least once a
131 month, the week following Department meetings;
- 132 c) Appoint admissions and funding committees in each of the graduate programs. The DGS
133 takes an active role in deliberations in her/his program. The DGS admits/rejects students
134 in the Apply Yourself system upon the recommendation of all the admissions
135 committees;
- 136 d) Appoint examination committees. Approve examination requests;
- 137 e) Present approved curricular proposals, both of new programs and of new courses, to the
138 faculty at a Department meeting for a vote. Submit proposals for new programs approved
139 by the GC and Department faculty to the online system, serve as point person for
140 questions on these proposals. Curricular proposals for new courses approved by the GC
141 and the Department faculty are submitted to the online system by the faculty who has
142 made the proposal;
- 143 f) Manage Blackboard Assessment system for graduate programs. The assessment of each
144 graduate program will be done according to the learning outcomes defined by the
145 program. Data for each program will be provided by the program in question through the
146 GC member of the program.

147 4. ADMINISTRATIVE DUS

148 The DUS, together with the Undergraduate Committee (UC), is responsible for coordinating and
149 the undergraduate curriculum and providing resources and support for undergraduate programs
150 in MCLLC. Currently, there are major tracks in Arabic and Islamic Studies (pending), Chinese
151 Studies, Classics, French and Francophone Studies, German Studies, Japan Studies and Russian
152 Studies and minors in all of the above as well as in Folklore and Mythology and Italian Studies.
153 The DUS is also the point person for the Department regarding FLIE majors in the languages
154 taught in MCLLC (FLIE-Arabic, FLIE-Chinese, FLIE-French, FLIE-German, FLIE-Italian,
155 FLIE-Japanese, and FLIE-Russian). In addition, the DUS, together with the UC, is responsible
156 for issues related to placement, assessment, and transfer equivalencies within the Department and
157 the courses it offers. All major and minor course/curriculum changes should be submitted to the
158 DUS for consideration by the UC.

159 a) Appointment of the DUS

160 The Chair appoints the DUS after nomination and election by the MCLLC faculty. The DUS is
161 normally a tenured faculty member, holding the rank of Associate Professor or above. The
162 standard term of appointment for the DUS is four years and may be renewed. Length of
163 appointment may be adjusted at the discretion of the Chair in consultation with the EC.

164 b) Advising and Recruiting

165 The DUS facilitates upper-division advising for majors in MCLLC. This includes assigning
166 advisors to MCLLC primary majors and informing faculty advisors of relevant deadlines and

167 policies regarding the advising process. The DUS coordinates placement for the various
168 language units, ensuring that clear guidelines are in place for each language. The DUS will work
169 with staff in A&S and the University to facilitate recruitment of potential language majors to
170 UK. In addition, s/he will represent the interests of the Department with regard to recruitment
171 activities at the University and the College levels.

172 Duties:

173

- 174 a) Attend College DUS meetings. Communicate information (via e-mail or in EC and
175 Department meetings) on issues relevant to undergraduate programs and curricula;
176 b) Serve as Chair of the Undergraduate Committee (UC) in the Department. Convene
177 monthly meetings of the UC to discuss curricular proposals and issues relevant to the
178 undergraduate programs in MCLLC. Provide meeting minutes from UC meetings for
179 review by faculty before Department meetings and report on UC decisions. The UC
180 meets at least once a month, the week following Department meetings;
181 c) The DUS is the primary liaison with the College regarding undergraduate programs in
182 MCLLC. This includes but is not limited to: approval of overrides and substitutions for
183 undergraduate majors, submission of all courses approved by the UC and Department
184 faculty to the online system, serve as point person for questions on these proposals,
185 equation of all study abroad courses for languages taught in MCLLC (in consultation
186 with representatives from language tracks when necessary);
187 d) The DUS is responsible for assessment of undergraduate major(s). This includes:
188 oversight of data collection and facilitation of required assessment activities, including
189 submission of required reports.

190

191 5. MAX KADE HOUSE DIRECTOR

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193 As stipulated by the agreement between the Max Kade Foundation and the German Studies
194 program, the Max Kade House Director is a member of the German Studies faculty and is
195 appointed by the Chair in consultation with the EC and after final approval by vote of
196 Department faculty. Length of term is open.

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198 Duties:

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- 200 a) Approve, schedule, facilitate and coordinate events, meetings and classes (year-round).
201 The Director will organize the annual events Oktoberfest, Winterfest, and Bücherfest as
202 well as guest lectures, roundtable discussions, and additional events as needed; use by
203 student organizations, including German Club, French, A&S ambassadors, Arabic Club,
204 Education Abroad, etc.; use by local groups, including Kentucky World Language
205 Association and KY-AATG, the Kentucky chapter of the American Association of
206 German Teachers, and for Department classes or events from other UK
207 programs/departments taking place in the house;
208 b) Recruit residents, process resident applications, hold interviews for resident applicants,
209 and provide student resident support. Each year eight students live in the house. The
210 Director will meet regularly with the students and RA to discuss issues related to the

- 211 house. The Director, in conjunction with the RA, also will maintain a schedule of move
212 in and out dates;
- 213 c) RA Selection and Oversight. The Resident Advisor is chosen by the Director together
214 with Housing. The Director will meet regularly with the RA in order to maintain the
215 proper environment in the house and to schedule events, classes, etc.;
 - 216 d) Maintain the physical space. The Director will schedule repairs, approve changes to the
217 building, maintain bedding for the guest apartment, keep the kitchens stocked, purchase
218 and set up printers for the computer lab, maintain library, purchase furniture, TVs, etc.
219 Funding for these purchases is provided primarily by the Friends of the Max Kade
220 German House account and occasionally by the Max Kade German House Rental
221 Account at the discretion of the Director;
 - 222 e) Maintain schedule for guest apartment for visiting scholars (year-round). The apartment
223 regularly has between 5-10 guests per year with stays ranging from a long weekend to 8
224 months.
225

226 6. COORDINATOR OF STUDENT TEACHING FOR MATWL/MATESL

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228 The coordinator of the student teaching for MATWL/MATESL is appointed by the Chair in
229 consultation with the EC and after final approval by vote of Department faculty. Length of term
230 is open.
231

232 Duties:

233

- 234 a) Arrange for student placement in schools;
- 235 b) Teach MCL 601 each spring for all students in MATWL/MATESL;
- 236 c) Supervise six student teachers each round of MCL 601. If MCL 601 does not contain 6
237 students in a given iteration, course equivalencies are calculated as for other faculty (see
238 description below);
- 239 d) Arrange for supervision by Department faculty of student teachers beyond 6;
- 240 e) Report on the status of or developments in the programs at monthly Department
241 meetings;
- 242 f) Represent MATWL/MATESL at regular Teacher Education Program meetings in COE
243 or ESB meetings (when required) and ensure that programs are in compliance with ESB
244 regulations.
245

246 As per (c) above, if a faculty member teaches TSL 597/697 as part of his/her regular teaching
247 load, supervision of 6 students will be considered equivalent to a three-credit course. Faculty
248 members who supervise student teachers (but do not teach MCL 601 or TSL 597/697) will
249 receive either \$900 compensation per student supervised and/or a course release for every 6
250 students supervised. The latter is cumulative, so that one might supervise a student one AY, two
251 the following AY and three the following, for a total of six, after which a course release will be
252 granted for the next AY. Such responsibilities will be reflected in the FMER and as part of the
253 DOE. The faculty who supervised student teachers will be recompensed retroactively as well
254 with a course release when they have reached 6 students supervised.
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256 7. TA COORDINATORS

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258 There are TA coordinators in Classics, French, Chinese, Arabic, and German who are
259 responsible for the supervision, work and training of the teaching assistants in these disciplines.
260 Faculty members receive credit for this task as part of their teaching distribution. TA
261 coordinators do initial assignments of TA duties each year, but should a TA-led course be
262 cancelled, the EC, in consultation with the disciplinary TA coordinator, will assign TAs as
263 needed into other duties necessary to the smooth functioning of MCLLC. Preference will be
264 given to duties congruent to the TA discipline, if possible, and with consideration of TA skills.
265 Should additional graduate programs be added, additional TA coordinators, if needed, may be
266 appointed. By each April 15, the TA coordinators will submit a report to the Executive
267 Committee and his/her respective working group outlining what was accomplished that academic
268 year, plans for the following year and/or long term vision. This report should include information
269 on enrollment trends, feedback on materials used (from students and TAs), and documentation of
270 work plans, innovations, etc.

271
272 **8. CONVENER**

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274 One person will serve as convener for each working group (see I.C.5. for information on working
275 groups). The Convener of each working group is named annually by the Chair after consultation
276 with faculty in each working group. The incumbent convener may be reappointed to successive
277 terms.

278
279 **Duties:**

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281 a) Calling regular meetings of the working group, announcing meeting times and
282 locations and distributing agendas to the full-time faculty at least a week prior to the
283 meeting, and posting meeting minutes to the Department Sharepoint site within a
284 week after the meeting;
285 b) Coordinating discussions of curricular issues and innovation;
286 c) Coordinating advertising/outreach regarding programs/courses in the working group;
287 d) Facilitating (in collaboration with the ADUS and working group members) advising
288 for juniors and seniors;
289 e) Facilitating (in collaboration with the ADUS and working group members)
290 assessment procedures;
291 f) Other necessary tasks as determined at Department Meetings.

292
293 The Chair will meet with all Conveners at the beginning of each academic year to outline
294 Department goals for the year for the working groups. The Convener will be responsible for
295 streamlining the efforts of the working group to meet these goals in a timely fashion.

296
297 **9. ADMINISTRATIVE POSITION NOMINATION AND APPROVAL PROCESS**

298
299 Nominations for any of the positions from 1-6 or for the at-large EC members (see I.C.1. for
300 information on the composition of the Executive Committee) will be taken from the Department
301 faculty once an opening in a given position is announced at Department meetings and on
302 Polyglot. Self-nominations are possible. The Chair will ensure that the candidates nominated by

303 another faculty member are willing to accept the position before the EC proceeds with discussion
304 of the candidates. The EC will consider the person's credentials for the position and present a
305 slate of candidates with an outline of their qualifications in an email at least a week prior to the
306 Department Meeting. Candidates will be invited to add their own statement to include with the
307 email. The candidates' qualifications as outlined in the email will be discussed (candidates for a
308 position will be excused during the discussion of that position) at the Department Meeting. The
309 EC will determine the date for an anonymous vote on the slate; the date will be announced at the
310 Department Meeting and via email to all voting faculty. Voting faculty will have at least one
311 week to submit their votes to the Department Manager after the slate has been discussed. The
312 votes will be collected and tabulated by the Department Manager, who will communicate the
313 results to the EC. The Chair will announce the results of the voting to the faculty within a week
314 after the votes have been tabulated. The candidate with the majority of votes will be appointed
315 by the Chair.

316

317 C. COMMITTEES

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319 Service on any of these committees will be reflected in the DOE (at a level commensurate with
320 the effort) and assessed as part of the FMER and/or in promotion dossiers. It is expected that
321 untenured faculty will not serve on these committees, due to the demands of such service.

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323 1. EXECUTIVE COMMITTEE

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325 The EC is composed of the following members: 1) Chair; 2) Associate Chair; 3) ADGS; 4)
326 ADUS; 5) three at-large members (elected by the faculty for a two-year term; may be reelected
327 for a maximum of two consecutive terms; may be reelected after a hiatus of two years; see I.B.9
328 for election procedures). Chaired by the Department Chair.

329

330 Duties:

331

- 332 a) Meet bi-monthly to discuss Department issues, college matters from the Chairs' meeting
333 or other sources, make proposals regarding curricular initiatives, Departmental programs
334 (Associate Chair serves as point person to gather data on these issues from colleagues, as
335 needed), consider candidates for administrative positions;
- 336 b) Chair gives EC reports at each faculty meeting;
- 337 c) Consider budget requests (as detailed below in Section D);
- 338 d) FMER review (ADGS/ADUS excepted from this task due to other duties);
- 339 e) Take meeting minutes at each Department meeting and make them available to the
340 faculty for approval at the next Department meeting. Minute taking rotates through the
341 EC members; minutes are posted on the MCLLC SharePoint site.

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343 2. GRADUATE COMMITTEE

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345 The Graduate Committee is chaired by the DGS. One faculty member from each current
346 graduate program serves on the committee. Members of the GC are appointed by the Chair in
347 consultation with the EC and all relevant graduate program faculty. Should the graduate
348 programs grow significantly beyond the current number of five, then a limit similar to the UG

349 committee may be placed on the GC. Normally, the members of the GC from each discipline
350 serve as additional advisors and recruiters for their discipline. The GC meets monthly at the
351 designated Departmental common meeting time, as per III.A.3, one week after the Department
352 meeting. Additional meetings may be called as required by the DGS.

353

354 Duties:

355

356 a) Review curricular proposals (for new graduate courses, new graduate programs, changes

357 in existing graduate courses, and changes in existing graduate programs) submitted by

358 working groups or the Department meeting. New curricular proposals should be

359 submitted electronically to the DGS a minimum of one week prior to scheduled GC

360 meetings. Proposals will be considered in the order they are received. The curricular

361 proposals should be ready for submission to A&S and the Graduate Council at the time

362 they are submitted to the GC. The GC is not responsible for writing or editing proposals.

363 For course proposals, it is the submitter's responsibility to ensure that the syllabus

364 adheres to all Senate guidelines.

365 b) Review will consist of a discussion of the pedagogical, academic, and logistical merits of

366 each proposal. In order for a curricular proposal to be approved by the GC, more than

367 half of the members need to vote "yes." Concerns will be communicated directly to the

368 submitting faculty member within 48 hours of the GC meeting. A proposal approved by

369 the GC will be placed on the agenda for the next Department meeting and submitted to

370 the faculty as a whole. The proposal will be presented by the DGS with opportunities for

371 the submitting faculty to comment. Proposals that have not been approved by the GC will

372 not be considered by the Department as a whole;

373 c) Assessment: Each member of the GC assists the DGS in the graduate assessment by

374 providing the necessary information about their own program. The DGS requests the

375 needed information from the GC members. By 1 December the GC committee member of

376 each program, upon consultation with the program faculty, communicates to the DGS the

377 learning outcome to be assessed, and the assessment methods and benchmarks. By April

378 30 of the same academic year, the GC committee member of each program

379 communicates to the DGS the results data, analysis, and improvement action, as well as

380 reflection on previous improvement action.

381 d) Organize advertising, outreach and recruitment for MCLLC programs/courses;

382 e) Discuss issues related to graduate programs at monthly meetings;

383 f) Take meeting minutes at each GC meeting. Minute taking rotates through the GC

384 members in alphabetical order. The GC chair is responsible for communicating the

385 content of the monthly meetings to colleagues in the faculty as a whole by submitting

386 meeting minutes for review via SharePoint and making reports at monthly Department

387 meetings;

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390 3. UNDERGRADUATE COMMITTEE

391

392 The Undergraduate Committee (UC) is chaired by the DUS. The committee will consist of five

393 members including the chair. Members of the UC shall be appointed by the Chair in consultation

394 with the EC and shall include members of the Department active in teaching and advising in the

395 undergraduate program. The UC meets monthly at the designated Departmental common, as per
396 III.A.3., meeting time one week after the Department meeting. Additional meetings may be
397 called as required by the DUS.

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399 Duties:

- 400
- 401 a) Review curricular proposals (for new undergraduate courses, new undergraduate
402 programs, changes in existing undergraduate courses, and changes in existing
403 undergraduate programs) submitted by working groups or the Department meeting.
404 Proposals should be submitted electronically to the DUS a minimum of one week prior to
405 scheduled UC meetings. Proposals will be considered in the order they are received. New
406 course proposals and curricular changes should be ready for submission to A&S and the
407 UG Council at the time they are submitted to the UC. The UC is not responsible for
408 writing or editing proposals. It is the individual faculty member's responsibility to make
409 sure the syllabus adheres to all senate guidelines. Proposals for new programs and
410 changes to existing programs or courses will be considered in the same manner as
411 individual courses;
 - 412 b) Review will consist of a discussion of the pedagogical, academic, and logistical merits of
413 the proposal(s). Conflicts with existing courses in MCLLC and/or A&S will be
414 addressed. Concerns will be communicated directly to the submitting faculty member
415 within 48 hours of the UC meeting. Proposals approved by the UC will be placed on the
416 agenda for the next MCLLC Department meeting and submitted to the faculty as a whole.
417 The proposal will be presented by the DUS with opportunities for the submitting faculty
418 to comment. Proposals that have not been approved by the UC will not be considered by
419 the Department as a whole;
 - 420 c) Assessment: In the fall semester of each year, the UC will identify a Learning Outcome
421 to assess within the MCLLC major. Faculty teaching relevant courses will be notified in
422 the fall regarding the gathering of assessment data in the spring. This will allow faculty
423 the opportunity to adapt syllabi and make other changes to their courses as required by
424 the assessment process. The UC will process the assessment data with the help of an ad
425 hoc assessment committee chosen by the EC. The final assessment report will be written
426 and submitted electronically by the DUS. To the extent possible, assessment data will be
427 gathered from MCL 495, MCL 100 and MCL 200. Assessment results will be reported to
428 the faculty in the fall. All faculty will have an opportunity to comment on the results.
429 Each working group should submit a plan of action based on the results from the previous
430 year's iterations of MCL 495 to the UC each fall. Any improvement plans emerging from
431 assessment data will be developed by the UC and vetted with the Department as a whole.
 - 432 d) Each fall the UC will summarize data from the MCL 495 senior survey and proficiency
433 tests. The UC will forward the information to the Executive Committee by the end of
434 September for discussion and dissemination to the department and/or working groups.
 - 435 e) Organize advertising, outreach and recruitment for MCLLC programs/courses;
 - 436 f) Discuss issues related to undergraduate programs at monthly meetings;
 - 437 g) Take meeting minutes at each UC meeting. Minute taking rotates through the UC
438 members in alphabetical order. The DUS is responsible for communicating the content of
439 the monthly meetings to colleagues in the faculty as a whole by submitting meeting
440 minutes for review via SharePoint and making reports at monthly Department meetings.

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4. FLIE STEERING COMMITTEE

The FLIE Steering Committee is formed by representatives from the Departments of Economics, Hispanic Studies, and Modern and Classical Languages, including faculty from all seven languages currently involved in the program. It is to be composed of one representative from Economics, one representative from each language track in the major, and the chairs of MCLLC and HS. The department faculty in each of the three departments (ECON, HS, MCLLC) vote on a representative for this committee from among their constituencies for a two-year term. Terms may be renewed indefinitely, if the majority of faculty in the representative's home department vote in favor of reappointment. The committee elects a coordinator to serve a four-year term from among its membership. The FLIE coordinator's position may be renewed a maximum of one time. The FLIE coordinator serves as the de facto Director of Undergraduate Studies for this interdisciplinary program.

Duties:

- a) Review curricular proposals submitted by working groups or the Department meeting (or from Economics or Hispanic Studies);
- b) Present approved curricular proposals to the faculty at a Department meeting for a vote;
- c) Discuss issues related to the FLIE program at regular meetings;
- d) Members take meeting minutes at each FLIE meeting and make them available to the faculty for approval at the next Department meeting. Minute taking rotates through the FLIE members;
- e) The FLIE chair is responsible for communicating the content of the FLIE Committee meetings to colleagues in the faculty as a whole by submitting meeting minutes for review via SharePoint and making reports at monthly Department meetings.

5. WORKING GROUPS

The Department will have a series of standing programmatic groups (“working groups”), as established by the faculty as a whole, e.g., language areas, such as German, Japanese, Italian, etc., and topical areas (e.g., literary studies, cultural studies, film studies, folklore and mythology, etc.). New working groups may be initiated in consultation with the Chair and EC. The vitality of the Department of MCLLC is based on our values of collegiality, subsidiarity, and transparency (see I.A.4.). Our system of governance is built upon the premise (and past experience) that MCLLC faculty in a given language track are engaged in the program and are essential to its success, but are also part of a larger group represented by MCLLC in its entirety. If a Department faculty member teaches a course that counts toward credit in a given language track, s/he is a member of a working group by default. The continued success of the Department and its programs depends on a commitment to active participation by all faculty teaching in a given track represented by the working group. We share a common vision to advance the understanding and appreciation of language and cultural studies, but also share a respect for each other’s academic expertise. Any Department faculty member may attend any working group meeting and offer input on the discussion. However, the working group serves as the impetus for

486 and functions as the steering group of the relevant language track in the MCL major. The
487 Convener and members of each working group are responsible for the following duties:
488

- 489 a) Supervise and approve innovations or revisions of curriculum, including the course
490 schedule (in consultation with the Associate Chair, taking into account the
491 Department four-year plan) as well as preparation for submission of necessary forms
492 for curricular proposals for submission to the UC/GC;
- 493 b) Coordinating advertising/outreach regarding programs/courses in the working group;
- 494 c) Facilitating (in collaboration with the ADUS and working group members) advising
495 for juniors and seniors;
- 496 d) Facilitating (in collaboration with the ADUS and working group members)
497 assessment procedures;
- 498 e) Coordinating track activities, e.g., lecture series, film showings, student
499 organizations;
- 500 f) Providing information on the working group program at the request of the Chair,
501 Department Meeting, ADUS, or ADGS;
- 502 g) Evaluating budget requests from working group members;
- 503 h) Other necessary tasks as determined at Department Meetings.
504

505 The day-to-day duties previously performed by Division Directors, Directors of Undergraduate
506 Studies, Directors of Graduate Studies must be shared equitably among all program faculty. A
507 Convener or Department member performing necessary tasks outlined above is not the de facto
508 DDs or DUS/DGSs. Any such service tasks undertaken for the working group will be reflected in
509 the DOE and in FMERs.
510

511 When issues relevant to a particular working group arise, the Convener may call a meeting to
512 address them or may discuss issues using electronic media. The convener must ensure that all
513 members of a working group have the opportunity to participate in discussions about issues
514 relevant to the working group either in person or via electronic media. Conveners must call a
515 working group meeting at least once per semester at a minimum. As per III.A.3, working group
516 meetings should be held at the common Department meeting time, so that all members of a
517 working group may participate. If a member of a working group is unable to attend a scheduled
518 meeting, minutes and documents should be made available electronically within 24 hours of the
519 meeting, so that s/he may offer input on matters under consideration within 48 hours after receipt
520 of the materials. Alternatively, a faculty member may approach the Chair to request such a
521 meeting; the Chair will then ask the Convener to arrange the meeting. If the need for working
522 group meetings is determined at Department Meetings or in EC meetings, Conveners will be
523 directed to set a time for the meeting. Meeting times, locations, and agendas should be
524 communicated to the faculty via Polyglot with at least a week's notice. Minutes should be taken
525 by an attendee (determined on an ad hoc basis at each meeting) and made available to the faculty
526 on the Department SharePoint site within a week after the meeting. The Convener may be asked
527 to present a report at the Department Meeting or to the Undergraduate Committee or Graduate
528 Committee if the issues discussed are of importance to the Department as a whole or were the
529 result of a request from the Undergraduate Committee/ADUS or Graduate Committee/ADGS.
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D. BUDGET

The MCLLC budget is currently based on allocations from the College of Arts and Sciences as well as on summer profits. These funds cover operating expenses for the Department, including:

- 1) Office supplies
- 2) Copying and printing
- 3) Mailing costs
- 4) Faculty Professional Development
- 5) Student receptions (e.g., annual graduate student reception, annual undergraduate awards ceremony)
- 6) Support for events of interest to MCLLC organized by other Departments
- 7) Memberships and subscriptions (e.g., MLA, CAMWS, APA, Russian Life).
- 8) Support for conference fees or conference travel for TAs (e.g., annual KWLA conference)
- 9) Program allocations
- 10) Other expenses

1) Office Supplies:

The Department maintains a supply of materials needed for faculty and graduate student teaching assistants for educational and research purposes. If a “special order” item is needed, it may be requested from the Department Manager, who will get approval from the Chair before purchasing the item.

2) Copying and Printing:

Each faculty member and graduate student has access to the shared printer. Each person is allowed from 5,000 to 9,000 copies (based on course size; total allotment to be announced to the teaching faculty each fall) per year for educational or research purposes. If a Department member exceeds that amount, s/he must reimburse the Department for all additional copying or printing costs.

3) Mailing Costs:

The Department will cover all costs related to mailing necessary to conduct the business of the Department. Costs for mailing other items will not be covered, and reimbursement may be requested in these cases.

4) Faculty Professional Development:

Professional Development funds are allocated annually for each full-time faculty member (without start-up funds or an endowment that may be accessed for professional development expenses) based on available funds. Faculty members may use Professional Development Funds for: travel to scholarly conferences; research trips; purchase of materials for research or teaching;

578 travel necessary for administrative duties, e.g., as editor of a journal, officer in a national
579 organization, or the like. To make use of the Professional Development funds, a faculty member
580 must make a formal request to the Chair (copied to the Department Manager) including a
581 description of the proposed use for the funds and an estimated budget.

582

583 5) Student receptions:

584

585 The ADGS, ADUS or working group will submit a budget for the proposed event to the Chair,
586 who will approve the funds after consultation with the Department Manager on their availability.

587

588 6) Support for events of interest to MCLLC organized by other departments:

589

590 The Chair will determine if there are funds to support requests and the amount of the request
591 (average MCLLC support for such events is \$100-250) after consultation with the EC about the
592 value of the event to the Department and its programs.

593

594 7) Memberships and subscriptions:

595

596 Should a member of the Department determine that it would benefit the Department to join an
597 organization and/or subscribe to a journal, s/he should write a budget request including a
598 justification for the request, outlining the advantages to the Department and its programs, and
599 submit it to the Chair. The Chair and the EC will determine if the Department will cover the
600 expenses for this request.

601

602 8) Program Allocations:

603

604 Each active program will be allocated an equal portion of the operating expenses. These funds
605 will be used for public events, visiting scholar support, undergraduate/graduate student or club
606 events, purchase of teaching materials, e.g., films, books, audio, etc., and the like. If a member of
607 a working group would like to make use of the funds, s/he should s/he should write a budget
608 request including a justification for the request, outlining the advantages to the Department and
609 its programs, for discussion in the working group. If the working group supports the use of the
610 funds, then the request should be submitted to the Chair. For amounts less than \$100, the Chair
611 may approve to use of the funds without consulting the EC. For all requests above \$100, the
612 Chair and the EC will determine if the Department will cover the expenses for this request.

613

614 9) Support for Conference Fees:

615

616 The Department will cover fifty percent of the conference registration fee for MCLLC graduate
617 students. A graduate student who has been invited to present at a conference may also request
618 travel support from the Chair. The Chair will determine if there are available funds for this
619 purpose.

620

621 10) Other Expenses:

622

623 Purchases in this category are generally one-time expenses unrelated to any of the purposes
624 outlined above. These funds may not be used for materials that should be purchased using start-
625 up funds. The faculty member should submit a request to the Chair. For amounts less than \$100,
626 the Chair may approve to use of the funds without consulting the EC. For all requests above
627 \$100, the Chair and the EC will determine if the Department will cover the expenses for this
628 request.

629
630 11) Development Accounts and Endowments:

631
632 Per University regulations, the Department Chair signs off on all expenses from the
633 Department's Development Accounts and Endowments. Each working group determines the
634 allocation and amount of funds to be distributed from its Endowment(s) or Development
635 Account for support of its activities or for student scholarships. The Convener of the working
636 group informs the Department Chair and Department Manager, in writing, of its decisions
637 regarding allocation. The request for allocation of funds is then approved by the Chair and
638 submitted to the College Integrated Business Unit. All allocations must conform to the
639 specifications for the Endowment or to the University regulations for spending from
640 Development Funds. Distribution of funds from the Friends of the Max Kade House accounts is
641 addressed in section 1.A.5(d).

642
643
644 **II. Hiring, Merit Evaluation, Tenure, and Promotion**

645
646 *(See University Administrative Regulations AR II-1.0-1, AR II-1.0-5, & AR II-1.0-10 for detailed*
647 *information)*

648
649 **A. PROCEDURES FOR NEW APPOINTMENTS (HIRING)**

650
651 1. Ultimate responsibility for recommending new appointments to the Dean is vested in the
652 Chair. Due to the unique nature of the Department, it is of the utmost importance for
653 procedure and collegial decision-making to be observed throughout any hiring process. Only
654 the Department Chair is authorized to speak to the Dean regarding hiring in the Department,
655 and may do so only with the consensus of the Department faculty expressed in a vote. The
656 Department as a whole will meet every year to consider hiring plans and priorities. The
657 ranking of hiring priorities will be determined through a vote of the Departmental faculty.
658 Ballots will be submitted that list in rank order the hiring priorities. A tally of the ballots will
659 produce the ranked list that is the hiring plan. No hiring plan can be forwarded to the College
660 without approval by a vote of the entire Department faculty. Prior to forwarding hiring
661 recommendations to the Dean, the procedures set forth below shall be followed.

- 662 a. Upon approval of the appointment(s) by the Dean, the Department Chair, in consultation
663 with the EC (see I.C.1.) shall appoint the search committee(s) and committee chair(s) to
664 seek out and screen applicants for the position(s). The search committee chair shall
665 preside over the work of the search committee.
- 666 b. After considering the applications, the search committee shall recommend inviting two or
667 more applicants to campus as time and resources permit.

- 668 c. After candidates have interviewed, the search committee ranks the candidates. This
669 recommendation is then brought before the meeting of the whole Department.
670 d. The chair of the search committee then presents the recommendations of the committee.
671 All Departmental faculty eligible to vote will cast ballots in order to recommend to the
672 Chair whom to appoint to the position. If a Department meeting is not feasible, an
673 electronic ballot by all those eligible to vote shall be used.
674 e. Members not in attendance at Department meetings who are considering
675 recommendations about interview invitations or new appointments may cast absentee
676 votes on hiring questions. Such absentee votes must be in writing and transmitted, either
677 in hard copy or by e-mail, to the Department Chair prior to the Department meeting.
678 f. Based on the results of the balloting, the Chair will formally request the hire from the
679 Dean, and the process will continue according to college procedures from this point on.
680 g. "Opportunity" hires (e.g., hires in underrepresented groups, spouses or partners of faculty
681 hired in other departments, etc.) may be proposed in different ways from a variety of
682 sources, including the Dean, other departments, and programs or members of MCLLC.
683 Such matters often require great care and tact.
684 i. In all cases, the Chair and the EC will meet to determine the best way in
685 which to proceed in each individual case. Prior to a vote of the Department
686 faculty on inviting the proposed hire to campus, no member of the
687 Department may approach any member of the College central administration
688 on the matter, except for the Department Chair.
689 ii. Should, after preliminary considerations, the proposed hire be allowed to
690 proceed, the relevant program and the executive committee will first review
691 the candidate's credentials and determine whether to extend an invitation for
692 an on-campus appearance, which may run a continuum from a simple lecture
693 to an actual interview, depending on the individual case. Upon a favorable
694 recommendation from the program and EC, the Department as a whole will
695 vote to approve the invitation, either at a meeting or via electronic ballot.
696 (The candidate's credentials will be made available to the entire faculty
697 before such a vote.)
698 iii. Once the candidate has completed the on-campus appearance, the program
699 and EC confer either via e-mail or in person to either recommend or not
700 recommend the candidate to a vote of the Department faculty for the hiring
701 process to continue. If the joint program/EC does not recommend,
702 consideration of the case ends. If it does recommend, the Department faculty
703 votes to approve the recommendation following the procedure described in
704 letters d & e above.
705 iv. At this point, if the Dean has not been involved in the process, the Chair will
706 formally request an opportunity hire from the Dean, and the process will
707 continue according to college procedures for this point on.
708
709

710 B. PROCEDURES FOR MERIT EVALUATION

711 1. FMER Process

712
713

- 714 a. The FMER is an instrument for measuring the contribution of the individual faculty
715 member to the Department's mission during the specific time period being evaluated.
716 Ratings cannot logically be uniform for everyone; observable differences should be
717 reflected.
- 718 b. The Chair and EC will observe the following procedure:
- 719 i. The three at-large members of the EC and the Associate Chair comprise the
720 FMER committee. Each member will read FMERs from faculty outside
721 his/her own program for the initial review. They will complete a draft of the
722 Chair's rating sheet that provides provisional ratings and written rationales for
723 the categories under review.
 - 724 ii. Those same FMERs will then be read by one other FMER committee member
725 who will follow the same procedure outlined above (II.B.1.b.i). The two will
726 meet to reach consensus on the ratings and the written rationales. Upon
727 reaching consensus the two EC members will submit their ratings to the Chair.
728 In cases where the two EC members fail to reach consensus on a rating, both
729 shall report their recommended scores and written rationales to the Chair.
 - 730 iii. Care shall be taken that the FMER Committee members exchange FMERs
731 with a different FMER committee member each year to prevent any unseemly
732 or perceived collusions.
 - 733 iv. The Chair will independently review the FMERs. Upon completion of this
734 task the Chair will review the ratings submitted by the FMER committee.
735 Should there be a discrepancy between the ratings of the FMER committee
736 and those of the Chair, all three will meet to discuss and resolve any
737 differences in order to produce the final FMER ratings and written rationales.
 - 738 v. The Chair will present these and their written rationales to the Dean on or
739 before the Dean's deadline.
 - 740 vi. In cases of unresolved disagreement between the Chair and either or both of
741 the EC members serving on the FMER committee, the rating by the EC
742 members and its written rationale, along with the reasons for the difference of
743 opinion, will be reported to the Dean along with those of the Chair.
- 744 c. Each EC member will recuse him- or herself from reviewing his or her own rating by the
745 Chair. The merit rating of EC members is done directly by the Chair. The rating is then
746 reviewed by two other EC members who then come to a consensus on the final rating
747 with the Chair. In cases of unresolved differences, the procedure outlined above (1.b.vi.)
748 will be used.

749

750 2. Teaching Philosophy Statements

751

752 Per college regulations, a statement of teaching philosophy must be kept on file in the
753 Department for each regular faculty member. For untenured tenure-track faculty, this
754 statement should be updated yearly to reflect new teaching assignments, changes or
755 innovations in pedagogy, responsiveness to course evaluations, and to demonstrate active
756 engagement and professional growth in teaching. For non-tenure track faculty, the statement
757 should be regularly kept up-to-date in terms of teaching assignments, significant changes or
758 innovations in pedagogy, and responsiveness to less-than-satisfactory evaluations, which
759 shall be defined as a score of below 3.0 in either of the "global" evaluation questions (items #

760 20, 21) on the college evaluation form over three consecutive semesters in any courses
761 taught. Tenured faculty should update their statements when there is a change in teaching
762 assignment, a new course is taught, there have been significant changes or innovations in
763 pedagogy, or when there have been less-than-satisfactory evaluations, which shall be defined
764 as a score of below 3.0 in either of the "global" evaluation questions (items # 20, 21) over
765 three consecutive semesters in any courses taught.

766
767 3. Narrative Course Evaluations

768
769 In addition to the bubble-sheet form provided by the College, the Department will employ a
770 common supplementary narrative course evaluation form, administered with the College
771 form. The specific form to be used is developed by the Chair and EC and approved by a vote
772 of the faculty. This narrative evaluation should be constructed in such a way as to elicit a
773 considered, discursive response from the student, not just simply a number or one-word
774 answer. An example of the current form is included in Appendix 1 of this document. All
775 faculty must submit the MCLLC teaching evaluation for all classes with an enrollment of 10
776 or fewer students. Copies of these evaluations must be included in FMER reviews and in
777 promotion dossiers.

778
779 4. Narrative Evaluations for Large Classes

780
781 In consideration of the staff workload for the Department, narrative course evaluations in
782 classes with enrollments of more than 30 students will not be typed up. The original
783 manuscript copies will be kept on file for the required period.

784
785 C. PROCEDURES FOR RECOMMENDING TENURE AND PROMOTION

786
787 *(See MCLLC Guidelines for Tenure, Promotion, & Lecturer Appointments, Appendix 2)*

788
789 1. The Department as a whole is responsible for recommending faculty for tenure and
790 promotion. Per University and College regulations, all associate and full professors write
791 letters, addressed to the Chair, with their recommendations for promotion to associate (with
792 tenure, as appropriate). All full professors—and associates either voluntarily or at the
793 invitation of the Chair—write for cases involving promotion to full (with tenure, as
794 appropriate). These letters are to present a substantive discussion of the dossier, not a mere
795 opinion. See GR VII.B.5. (<http://www.uky.edu/regs/files/gr/gr7.pdf>) for further regulations
796 regarding these letters.

797
798 2. Before letters are written, a presentation of the candidate's dossier shall be made by
799 the appropriate faculty member delegated by the Chair to a meeting of all members of the
800 Department writing letters. The main purpose of this presentation is to acquaint faculty from
801 other programs with the candidate's discipline and the dossier in the context of that
802 discipline. If the candidate's dossier heavily involves a specific expertise, a member of the
803 Department familiar with the area of expertise may also be asked to comment by the Chair.

804
805 3. Questions and discussion from the assembled faculty follow the presentation, but no

806 vote is taken nor is any consensus formally reached. Each person writing a letter forms
807 his/her own evaluation based on the dossier, presentation, and discussion.
808

- 809 5. In cases in which a new faculty member is hired with tenure and/or promotion, the
810 procedures for a regular or "opportunity" hire described above in II.A. are followed
811 with regard to the hiring process per se. After the Department agrees to the hire, a
812 separate consideration of tenure and/or promotion is undertaken. For this, the
813 candidate is to compile a dossier equivalent to that brought forward by faculty in
814 the regular tenure/promotion process. The same procedure is then followed as
815 described in numbers 1, 2, & 3 above, and the Departmental guidelines (see
816 Appendix 2) are applied as in cases in regular course. If necessary, these procedures
817 may be telescoped so that the dossier is made available during the hiring process.
818 Consideration of tenure or promotion may follow immediately upon agreement to
819 the hire, but these must be considered as separate agenda items and the different
820 procedures for these determinations (e.g., the consideration of tenure/promotion
821 does not result in a vote but in the writing of individual letters) must be observed.
822

823 D. PROCEDURES FOR FULL-TIME INSTRUCTORS OR PART-TIME INSTRUCTORS

824

825 If a full-time instructor (FTI) is hired for longer than one year, the following procedures will
826 apply:
827

- 828 1. The working group will assess FTI performance in the classroom by the end of the first month
829 of the second semester of employment in MCLLC on the basis of a) observation of classes (at
830 least once per semester, either by working group members or by a member of the EC); b) student
831 evaluations of the courses they have taught. Though service is not required for FTIs, any
832 contributions to the program as a whole will be described in the document as well. The convener
833 (or a member of the EC) will supply a written assessment considering these factors to the chair
834 for discussion in the EC in preparation for possible renewal of the position.
835
- 836 2. The chair will then meet with the FTI to discuss the materials, and a final decision on renewal
837 will be discussed in a Department Meeting.
838
- 839 3. As noted in I.A.2 (The Department), FTIs are considered to be part of the faculty. As such,
840 they should be invited to working group meetings and department meetings (see III.A.2 The
841 Department Meeting). They are not required to attend, but are valued members of the department
842 who should be included in discussion of matters of concern to their program.
843
- 844 4. The same procedures outlined in (1) and (2) will apply to any part-time instructor hired for
845 longer than one year as well.
846

847 III. Other Policies and Procedures

848

849 A. THE DEPARTMENT MEETING

850

- 851 1. The Department meeting has the responsibility for making educational policy, consulting
852 collectively with the Chair and EC on recruitment of new faculty members and amending the
853 Policies and Procedures (this document). It may also advise the Chair collectively on matters
854 of Departmental administration and on such other matters as the Chair may bring to its
855 attention.
856
- 857 2. Voting members of the Department meeting shall consist of the tenured, tenure-track, and
858 lecturer faculty holding primary appointments in the Department. The voting members of the
859 Department faculty may, by majority vote, extend voting privileges to visiting faculty,
860 instructors, and to any person assigned to the Department for administrative work, teaching,
861 research or service.
862
- 863 3. The Department shall establish a fixed time during the week for Department meetings,
864 through a decision of the Chair and EC in consultation with the Department faculty. No
865 classes taught by voting members of the faculty are permitted to be scheduled during the
866 determined common meeting time. To ensure that all members of the Department can attend
867 meetings and contribute to discussion of Departmental matters, this time should, except in
868 unforeseen circumstances, also be used for working group and committee meetings when
869 Department or GC or UC meetings are not scheduled.
870
- 871 4. Department meetings shall be called by the Chair as business necessitates, generally once a
872 month, but not less than once a semester. A meeting shall also be called upon the written
873 request of five voting members with said request setting forth one or more agenda items for
874 the meeting to consider. When meetings are called, the Chair shall notify the faculty in
875 writing by mailbox or e-mail notice. A specific agenda must be posted and/or circulated at
876 least two working days in advance of Department meetings.
877
- 878 5. The Chair shall preside over all meetings except as he or she may delegate this function. The
879 Chair must take care that meetings begin punctually. The start of meetings should not be
880 delayed for latecomers. The Chair must take care that meetings run efficiently through the
881 proposed agenda. Scheduling a meeting for a large faculty is difficult; hence the opportunity
882 must be seized to conduct an optimum amount of business without needlessly prolonging the
883 meeting. Should the Dean or other administrators be present to address the Department,
884 reasonable care must be taken that Department business is not sidetracked. If necessary,
885 visits by the Dean, etc. and Department business should be scheduled for separate meetings.
886
- 887 6. Minutes shall be kept for every meeting by a member of the EC in rotation. These minutes
888 need not report the details of announcements or discussions, but should record any specific
889 measures or decisions voted on by the faculty, and any provisions connected to these which a
890 faculty member requests be shown in the minutes. Copies of the minutes shall be circulated
891 to all faculty members via SharePoint and kept on file in the Department office.
892
- 893 7. A quorum for action at the Department meetings shall be 50 per cent of those eligible to vote.
894 Absentee voting is not allowed except on questions of advising the Chair about inviting
895 candidates for faculty positions to campus for an interview or questions of advising the Chair
896 on the appointment of new faculty members.

897
898 8. The Department meeting shall be open in accordance with the Kentucky Open Meetings
899 Law. In those personnel matters where the law permits the meeting to go into executive
900 session, the meeting may be closed upon a majority vote. This shall always be done in
901 considering personnel matters such as tenure and promotion.
902

903 B. TAs
904

905 Care should be taken that TA workloads, both in terms of coursework and teaching, be
906 roughly equivalent in all programs. The DGS should be aware of each program's
907 requirements in this regard. See also above, I.B.7.
908

909 C. STUDENT PARTICIPATION
910

911 In accordance with GR VII.A.8 (<http://www.uky.edu/regs/files/gr/gr7.pdf>), rules of
912 procedure in MCLLC shall provide for participation of students in the development of
913 educational policies. To comply with this regulation, an MCLLC Graduate Council will be
914 established that will have as its members graduate students from all MCLLC graduate
915 programs. The Graduate Council will serve as a mechanism through which graduate students
916 can meet to discuss issues of mutual interest and to hold elections for the graduate student
917 representatives who will attend MCLLC Department meetings.

918 The graduate students of the Department shall elect two students from MCLLC graduate
919 programs to serve as graduate student representatives at Department meetings. Graduate
920 student representatives will be elected at the end of each Academic Year in a meeting of the
921 MCLLC Graduate Student Council. The two elected representatives will call a meeting of the
922 MCLLC Graduate Student Council in the fall of each Academic Year and will communicate
923 issues of relevance to or gather data from the graduate students via an MCLLC Graduate
924 Student listserv or in additional meetings of the MCLLC Graduate Student Council, if
925 necessary.
926

927 D. ADVISING
928

929 Advising in MCLLC will be handled as follows: Each full-time faculty member with some
930 percentage of service in his/her DOE will be assigned a portion of students for advising
931 purposes. These assignments will generally be based on language concentration (in the major
932 or minor). Faculty who do not teach a particular language will share in advising duties for
933 students who match their area of expertise, e.g., folklore and mythology, linguistics, religious
934 studies, etc. As an example, if there are 5 full-time faculty in an area and 25 students, each
935 will advise 5 students. Untenured faculty or lecturers will not advise more than 5 students at
936 any given time; lecturer DOEs which are 100% teaching may be adjusted from 4-4 course
937 loads to 4-3 and advisees be increased accordingly. Those with heavy administrative duties,
938 e.g., positions listed under I.B.1-4 above) will be exempted from advising duties while they
939 hold the position. Each faculty member who participates as an advisor will submit a
940 statement on advising for the FMER; the role will be reflected in the DOE and will be
941 assessed as part of promotion dossier as per Department T&P guidelines.
942

943 The same model will be used for graduate students, depending on 1) their language specialty;
944 and 2) area of research or professional interests.

945

946 E. OTHER POLICIES & PROCEDURES

947

948 The Department may from time to time establish certain other policies and procedures
949 dealing with specific issues outside the purview of this document, e.g., the specific form of
950 the narrative course evaluation, recommended TA loads, etc. Excerpts from meeting minutes
951 establishing these are to be included in Appendix 3. Such policies and procedures are
952 adopted or subsequently changed by a majority vote of those present at the Department
953 meeting.

954

955 F. AMENDMENTS

956

957 1. The P&P will be on the agenda at one Department meeting each year, so that faculty have an
958 opportunity to consider any necessary amendments. Amendments to the Policies and
959 Procedures may be proposed by the Chair or the voting members of the Department meeting.
960 All such proposals must be circulated to the members of the meeting in writing by mailbox or
961 e-mail notice at least two working days in advance of the meeting. A majority of all voting
962 members of the faculty (not just of those present) is necessary to adopt a proposed
963 amendment.

964

965 2. No amendment may contravene the GRs, the ARs, the USRs, or the Rules of the A&S
966 Faculty.

**Modern and Classical Languages Department Course Evaluation
Questionnaire**

Course _____ Semester/Year _____ Instructor _____

1. What did you find most interesting and helpful in this course?
2. What did you find least interesting and least helpful in this course?
3. What are the instructor's greatest strengths and/or weaknesses?
4. What changes would you recommend in this course?
5. Please evaluate your own learning and intellectual development as a result of this course.
6. Please add any other remarks that you think might be useful to the Department and/or the instructor.

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Appendix 2: MCLLC Guidelines for Tenure and Promotion

GUIDELINES FOR TENURE & PROMOTION
DEPARTMENT OF MODERN & CLASSICAL
LANGUAGES, LITERATURES & CULTURES

11 February 2013

Approved by the Dean, College of Arts and Sciences, 18 February 2013

These guidelines are specific to the Department of Modern and Classical Languages, Literatures and Cultures. For those of the College of Arts & Sciences and the university in general, see: <http://www.as.uky.edu/regular-title-series>. Nothing in the guidelines below shall be taken to contravene or supersede the general requirements and guidelines of the college or university.

PURPOSES & PRINCIPLES

1. DIVERSITY & COMMONALITY - The faculty members of the Department of Modern and Classical Languages, Literatures and Cultures (MCLLC) represent a variety of fields of study all of which constitute separate disciplines in the academy, each with their own distinct - sometimes disparate - history, culture, methods, and mindsets. The department must, perforce, take this disciplinary diversity into account when considering cases for tenure and promotion, while at the same time assuring that the same standards of excellence are applied and met for every member of the department faculty, regardless of discipline. This recognition of professional diversity within a common standard of excellence lies at the heart of the tenure and promotion policies of this department.

In addition to the variety of language-demarked disciplines (French, German, Classics, etc.), members of the department also represent disciplines such as theoretical and applied linguistics, literary criticism, and language pedagogy, as well as a variety of methods and approaches, such as digital scholarship and social theory, as well as areas of study such as the 18th century, visuality, and post-colonialism. The diversity of these fields must also be recognized, as well as their character of cutting across traditional disciplinary and language-demarked lines. In some respects, therefore, a linguist working in a different language may, for example, be a better judge of a faculty member's scholarship than a social theorist working in the same language. The various forms of diversity and the various bonds of commonality in the department must both be recognized in the department's own evaluation of candidates for tenure and promotion and clearly communicated to the higher levels of review within and beyond the university.

2. MODES & MEDIA OF SCHOLARLY PRODUCTION - Within the past 20 years, the means and process of scholarly production have changed dramatically, and will continue to do so into the foreseeable future. The most notable change is the rise of digital technology, and the changes it has brought not only to the mode of scholarly production, but more significantly to the very nature of its products. The printed book and Facebook now both vie for scholarly attention. Scholarship now comes in different sizes (Twitter) and shapes (blogs and wikis) and venues ("self-published," "collaborative collectives," etc.). These other forms of scholarly production, conversation, and collaboration need to be accounted for alongside digital versions of traditional printed journals and monographs. At the same time, the nature of traditional print publication has also changed, with

academic presses operating under different demands, increased financial pressures, and often much slower timetables. The traditional dominance and normality of the monograph as the centerpiece of the scholarly portfolio is being questioned, as is that of print publication generally. Just as digital media are usually seen as secondary to print, it is also true that oral scholarly communication and production, i.e., the paper, lecture, panel, and conference, have often been relegated to a required but unnoticed place in the dossier, and additional forms of scholarly production, e.g., competitive grant and fellowship proposals, have been all but ignored in the assessment of scholarly portfolios in the disciplines that make up the department.

In view of this, the Department of Modern and Classical Languages, Literatures and Cultures enunciates as a matter of principle that any and all modes and media of scholarly production possess equal validity, whether they be print or electronic, and are appropriate evidence of achievement for the purposes of tenure and promotion, provided that the given piece of work has been validated by a process of substantive and rigorous peer review or, in exceptional cases, commissioned or invited by a person or institution of eminence. If oral scholarly communication has been validated by a process of peer review or, in exceptional cases, commissioned or invited by a person or institution of eminence, the text(s) thereof will be included in the dossier and assessed by external reviewers to evaluate their contribution to the discipline. Successful grant and fellowship proposals, which have also been peer-reviewed by a panel of experts, will also be included in the dossier and assessed as evidence of scholarship.

Appropriate scholarly production may also take forms very different from the traditional notion of “publication.” Digital projects in particular which apply new technological tools, create scholarly databases or repositories of sources, information, and resources, or create new modes, methods, and opportunities for scholarly interaction and collaboration are to be valued on a par with traditional scholarly publication. In such cases, where the usual sort of peer-review does not apply, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to attest to the quality and contributions of the project to the scholarly community, and explain its value in terms accessible to the uninitiated.

This department firmly believes that our research is what keeps this institution a research university and a flagship, and that maintaining an insistence upon research and its dissemination is vital to the credibility of the department, college, and university as a whole. As a further matter of principle, however, the department chooses to use the term “scholarly production” rather than “research” in connection with tenure and promotion. In a department in which pedagogy and teaching to teach have always been an exceptionally strong focus, and in a time in which the modes and media of scholarly production are continuously evolving and changing, we believe the word “research” is too restrictive in describing the breadth of scholarship this faculty engages in, a breadth that will only continue to expand throughout the academy in future.

3. SCHOLARSHIP IN THE LANGUAGE OF EXPERTISE - One proof of scholarly excellence in our fields is production in the language of expertise, especially when such scholarly production involves electronic resources, print media, or conferences sponsored by international institutions. Both as a demonstration of such excellence, and as a means of advancing the internationalization and the global reputation of the university, the department places value on scholarly communication in languages appropriate to the international nature and scope of the scholarship and will consider these materials to be of equal importance in assessing the candidate’s research record as those in English.

4. COLLABORATIVE SCHOLARSHIP - Collaborative research and scholarship has become commonplace in several disciplines represented in MCLLC (e.g., theoretical linguistics, applied

linguistics, language pedagogy) and it has also become the norm for certain research methods and scholarly approaches regardless of discipline (e.g., digital scholarship). Indeed, certain types of work currently being performed in the humanities and social sciences would not be possible without collaborative efforts. The department, therefore, values collaborative work and the scholarly production that results from it and will give such multi-author scholarship equal consideration within the context of established disciplinary standards.

5. A CASE TO BE MADE RATHER THAN A HURDLE TO BE JUMPED - A recurring issue throughout the academy is the anguished and problematic question: “What do I have to do to get tenure?” Giving a precise answer to that question is notoriously difficult, all the more so in a department as diverse as Modern and Classical Languages, Literatures and Cultures. The department believes, as a matter of principle, that this situation can be ameliorated by a change of focus, i.e., looking at tenure and promotion not as a hurdle to be jumped over but as a case to be made cogently. Insofar as possible, the dossiers in this department should be framed as an articulated demonstration that the record and achievements of the candidate in scholarly production, teaching, and service merit the award he or she is seeking, rather than as a “to-do list” to be appropriately checked off. This sort of articulation will go far in assuring that the diversity of career paths and accomplishments of our faculty are properly recognized and rewarded.

6. PRELIMINARY REVIEW - In order to assure a complete and fair compilation and review of the dossier, a faculty member seeking to go up for tenure should submit to the department chair, as part of the 4th-year review, a notification of intent to bring the dossier forward, which will include an updated CV with a specific statement of publications, projects, and undertakings in progress and likely to be completed in time for inclusion in the dossier. The candidate should also submit a summary list of qualifying achievements in scholarly production, teaching, and service for tenure and (if applicable) promotion to associate professor. The chair, with the assistance of 2 or 3 appropriate faculty members, which can be within or outside the specific division of the candidate, will examine the most recent review dossier and the newly submitted material, with a specific eye to attending to any areas in which reviewers up the line might raise questions. The purpose of this preliminary review is more to assure that the best possible case is made, rather than to judge worthiness.

Candidates for promotion to full professor will also, a year before they intend to bring their dossier forward, submit an updated CV, and a list of accomplishments since the last promotion that qualify the candidate for promotion to full. The chair reviews the material with 2-3 other faculty, as above, for the same primary purpose of strengthening the case made for promotion.

7. QUESTIONS OF MEANING AND INTERPRETATION - Since each department in the College of Arts & Sciences is asked to draw up its own written guidelines for tenure and promotion, it is clear that the long-established principle of the academy, that faculty set the standard for the tenure and promotion of their colleagues, is respected. As such, it seems clear that when questions may arise concerning the interpretation of these guidelines, such questions should be referred to the faculty who authored them. It is inappropriate for any other person or body to interpret their meaning and intent.

TENURE & PROMOTION TO ASSOCIATE PROFESSOR

1. SCHOLARLY PRODUCTION - Candidates for tenure and promotion to associate professor must show a record of excellent scholarly production and its dissemination in appropriate peer-

reviewed venues, which constitutes a substantial and cohesive body of work, with one or more identifiable intellectual trajectories and an impact on the field(s) of the candidate showing that the candidate has helped to move his/her profession forward.

The primary evidence of this production includes any and all forms of written, electronic, and oral scholarly production (including textbooks, translations, edited volumes, and critical editions) that is either peer-reviewed or, in specific cases, invited or commissioned by a scholar or institution of eminence. Such invited or commissioned work must not, however, constitute the bulk of the individual's production. Given the diversity of its faculty and the current variety of venues for dissemination of scholarly production, the department does not believe that a prestige-ranking of venues of publication or dissemination is advisable or even possible. However, we expect that scholarship should appear in venues appropriate for the standards of the discipline and meet the department expectations for demonstrating impact on the specific field. At the same time, however, the current state of academic publication allows for contrived dissemination in any number of modes and media. Scholarly products appropriate for the dossier must be free of any such suspicions. Reviews of the candidate's work (monographs, textbooks, translations, edited volumes and critical editions), citations, communications, and other direct evidence of the quality and impact on the field(s) of the candidate's work must also be included, if available.

The volume and frequency of scholarly production must be such as to evidence an ongoing commitment to scholarship, rigorous intellectual activity, and engagement with the broader scholarly community on the national or international level. In evaluating such production, attention must be paid to quality as well as quantity, since production appropriately varies not only from person to person but from discipline to discipline, and thus quantity alone cannot be the definitive measure of a successful dossier. A dossier containing fewer contributions that exhibit higher quality could well present a more cogent case than a dossier containing many, lower-quality scholarly contributions. Both the periodic reviews before the dossier is brought forward and the letters of outside evaluators should specifically address the question of appropriate quantity of production within the context of the specific discipline(s) professed by the candidate and should invariably comment on the quality of the work presented. The department welcomes, encourages, and, in some areas of expertise, anticipates collaborative work and considers such work to be as valuable a contribution to scholarship as a single-authored piece.

In cases where the merits of specific projects or publications might not be immediately clear, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to provide explanation of the nature and value of the project or publication.

Other forms of high-level professional engagement are also appropriate as additional evidence of accomplishment for tenure and promotion. These include, but are not limited to: refereeing scholarly publications and competitive grant/fellowship proposals, editorial work on scholarly publications, and initiating or participating in collaborative scholarly efforts--considered in its own right apart from the scholarly production that may result from such collaboration. These contributions amplify a candidate's dossier, but they do not substitute for scholarly production.

In view of the above, the research statement of the dossier must describe and demonstrate that the candidate has an excellent record of scholarly production, disseminated in appropriate peer-reviewed venues, constituting a substantial and cohesive body of work, with one or more intellectual trajectories, which has had an impact on and furthers the candidate's field(s) of study. The statement can also discuss the reception of the candidate's work in the broader scholarly community. In any aspect in which the nature or value of work might not be readily apparent to any non-specialist reader of the dossier, explanation and/or testimonia solicited by the department should be provided to assure that proper credit is given for the individual's accomplishments.

2. TEACHING - The Department of Modern and Classical Languages, Literatures and Cultures values teaching on a par with scholarship for the awarding of tenure and promotion. Candidates for tenure and promotion to associate professor, though still relatively young in their teaching careers, must demonstrate a commitment to teaching as an essential part of their profession, a desire to achieve excellence in teaching, and solid effectiveness in their teaching careers up to that point.

While bare global evaluation numbers are used on the FMER and other faculty review processes, a tenure and promotion dossier must be more inclusive of different types of evidence of teaching effectiveness. At the same time, the department recognizes that good teaching comes in a variety of methods, styles, techniques, and modes of delivery. The accomplished teacher does not excel at only one method or practice, but should have a repertoire of techniques and approaches available to implement as appropriate, depending on the nature of the subject, level, and particular class of students. The teaching section of the dossier, therefore, must present evidence of commitment and effectiveness. Commitment may be demonstrated by reference to the rigor, innovation, or utility of course topics and materials; the structure of the syllabus and nature of assignments; and/or a description of how experience and receptiveness to student needs and profiles informs the candidate's teaching. Since Teaching and Course Evaluation scores are a required part of the dossier, an initial measure of teaching effectiveness is that the average of the candidate's global question scores meet or exceed the college mean on the global question scores, but other evidence must also be provided. This can include feedback from students and faculty colleagues, reception of teaching awards and commendations, the reports of class visits by faculty colleagues (the faculty mentor shall not be asked for such a report, in order to preserve confidence in the mentoring relationship), and objectively documented improvement in student performance.

In addition to classroom activities and performance, other evidence of accomplishment in teaching includes, but is not limited to: creation of new courses or revision of existing ones and formal participation in broader curriculum review and revision; participating in workshops and serving on committees, both on and off campus, concerning teaching; engaging in outreach activities to schools (depending on the nature of the outreach, some activities may be more appropriately classified as service and will be assessed as such); and sponsoring or participating in events outside the classroom that enhance student learning. Academic advising and/or serving as DUS--which in MCLLC carries with it advising duties--and DGS can also be appropriately categorized under teaching for purposes of tenure and promotion (some activities of these positions may be more appropriately classified as service and administration and will be assessed as such). Guiding and mentoring students through their academic programs as a whole, overseeing their formation in the discipline, and being fundamentally involved in both students' success and timely progress toward the degree are more closely related to a faculty member's teaching responsibilities than to service work. The members of this department have a tradition of seeing advising as integral to their duties as dedicated and concerned teachers, and the numerous advising awards won by the MCLLC faculty are testimony to this. Since internationalization and global awareness is a primary goal of the college, university, and most especially of this department, involvement in education abroad and developing courses for UK Core will be recognized accordingly.

In general, assistant professors are not asked to serve as DUS, DGS, Language Coordinator, or TA Director, positions that are currently classified under teaching in the DOE and FMER. In the event that necessity has required that a candidate for tenure and promotion to associate professor serve in such positions, the record of service in the position will also be included in the dossier. A statement from the department will also be included articulating how the time and effort devoted to this duty may have affected the candidate's achievements in other areas.

Similar to the research statement in the dossier, the statement of teaching philosophy should argue a cogent case, and should take the form more of a statement of approaches and accomplishments in teaching and less an abstract discussion of principles.

3. SERVICE - As stated immediately above, the service expectations for assistant professors are to be kept at a minimum, to allow for the necessary focus on developing scholarship and teaching. The expectation is that the candidate will have diligently attended division and department meetings, and other meetings of academic units she or he may be involved in. It is also expected that the candidate will have served on committees when asked, and in general be actively and thoroughly engaged as a colleague in the life and work of the department. While assistant professors are generally not expected to perform College or University service or professional service at the regional or national levels, in rare cases when such service does occur, these duties will be evaluated as a core part of the service dossier.

PROMOTION TO FULL PROFESSOR

1. SCHOLARLY PRODUCTION - Candidates for promotion to full professor are expected to realize the promise implicit in the award of tenure and must be recognized by leading scholars in their field(s) as having had both a significant impact on their field(s) and as having gained a position of national distinction and even international prominence. With a view to the diversity of the department's faculty and their work, the candidate's ongoing research program may involve the significant amplification of a topic or area that has been the focus of research throughout her/his career, with an effort commensurate to that put forth for the candidate's award of tenure, new research and departures in new topics and fields, or a combination of the two. The type of work produced in each of these cases and the timetable for that work can be quite different, and the precise nature of the candidate's ongoing scholarly production must be articulated in the dossier.

The standards for work appropriate as evidence for promotion to full professor parallel those for tenure and promotion to associate: the primary evidence will be a record of scholarly production and its dissemination in appropriate peer-reviewed venues, which constitutes a further substantial and cohesive body of work, with one or more identifiable intellectual trajectories, and a further impact on the field(s) of the candidate demonstrating that the candidate has achieved a notable reputation and prominence in his/her profession on at least a national and preferably international scale. (There will be certain cases in which the nature of the discipline or of the candidate's production is such that does not readily lend itself to an international scope.)

Evidence of this production includes any and all forms of written, electronic, and oral scholarly production (including textbooks, translations, edited volumes, or critical editions) that is either peer-reviewed or, in specific cases, invited or commissioned by a scholar or institution of eminence. Normally invited or commissioned work will not, however, constitute the bulk of the individual's production. Scholarly production appropriate for the dossier must be free of any suspicion of contrivance. Reviews of the candidate's work (monographs, textbooks, translations, edited volumes and critical editions), citations, communications, and other direct evidence of the quality and impact on the field(s) of the candidate's work must also be included, if available.

The volume and frequency of scholarly production must be such as to evidence a lifelong career of committed scholarship, rigorous intellectual activity, and high-level engagement with the broader scholarly community on at least a national and preferably international level. As in the case of tenure and promotion to associate professor, attention must be paid to quality as well as quantity; a dossier containing fewer contributions that exhibit higher quality could well present a

more cogent case than a dossier containing many, lower-quality scholarly contributions. The department welcomes, encourages, and, in some areas of expertise, anticipates collaborative work and considers such work to be as valuable a contribution to scholarship as a single-authored piece.

In cases where the merits of specific projects or publications might not be immediately clear, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to provide explanation of the nature and value of the project or publication.

Other forms of professional engagement on a level appropriate to a senior scholar are also appropriate as evidence of accomplishment for promotion. These include, but are not limited to: serving as editor of journals or major scholarly publications, and initiating collaborative scholarly efforts--considered in its own right apart from the scholarly production that may result from such collaboration. These contributions amplify a candidate's dossier, but they do not substitute for scholarly production.

In view of the above, the research statement of the dossier must demonstrate that the candidate has a record of scholarly production, disseminated in appropriate peer-reviewed venues, of a quality, volume, prominence appropriate to a senior scholar in the field. The statement can also discuss the reception of the candidate's work in the broader scholarly community. In any aspect in which the nature or value of work might not be readily apparent to a non-specialist reader of the dossier, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to assure that proper credit is given for the individual's accomplishments.

2. **TEACHING** - The candidate must demonstrate sustained teaching excellence in a wide range of courses; no longer a neophyte to the profession, the candidate must show evidence of pedagogical expertise, of teaching at a variety of levels in the course of his/her career up to that point, and of active, ongoing interest in further developing teaching skills. Evidence of this ongoing development includes, but is not limited to: participating in continuing education in the art of teaching, application of new technologies and methods, and curricular and classroom experimentation and innovation. Where appropriate, candidates must also demonstrate involvement in the graduate program by teaching graduate courses, advising and mentoring graduate students and chairing and/or serving on graduate committees. The candidate is also expected to have maintained scores on the global question of the Teaching and Course Evaluations at or above the college average.

In addition to classroom activities and performance, other evidence of accomplishment in teaching includes, but is not limited to: creation of new courses or revision of existing ones and formal participation in broader curriculum review and revision; participating in workshops and serving on committees, both on and off campus, concerning teaching; engaging in outreach activities to schools (depending on the nature of the outreach, some activities may be more appropriately classified as service and will be assessed as such); academic advising; and sponsoring or participating in events outside the classroom that enhance students learning. Since internationalization and global awareness is a primary goal of the college, university, and most especially of this department, involvement in education abroad and developing courses for UK Core will be recognized accordingly.

Tenured associate professors are also expected to undertake the duties of DUS, DGS, or TA Director in the course of their time in that rank, unless the preponderance of their duties lies outside typical degree-granting programs (some activities of these positions may be more appropriately classified as service and administration and will be assessed as such). The relatively small number of faculty in any given degree program simply requires that all take their proper turn in such duties once they have been tenured. The record of service in this regard will also be included in the

dossier, in the teaching section, along with any accomplishments of distinction made serving in these positions.

As with candidates for tenure and promotion to associate, candidates for promotion to full professor will include in the dossier a statement of teaching philosophy that should argue a cogent case, and take the form more of a statement of approaches and accomplishments in teaching and less an abstract discussion of principles.

3. SERVICE & ADMINISTRATION - Once tenured and promoted to associate professor, faculty are expected to expand their service by serving on committees in the department, college, and university. Continued diligence in attending division and department meetings and active engagement in the professional life of the department are also expected. Service to the profession at large by holding positions in and doing work for learned and professional organizations is also recognized and rewarded by the department under service, but is not required for promotion to full professor, since such service can be a function more of the politics of a given organization than a distinction based on merit.

Candidates who have been hired specifically to set up, manage, and grow new programs, or who have significant outreach and administration duties, such as management of programs or centers (e.g., MATWL, Technology, TESL, the Asia Center), collaboration with external agencies (e.g., the Kentucky World Language Association), and/or management of service grants (e.g., Startalk), must, upon bringing their dossiers forward, present concrete evidence of their record in program management and success of their programs. In these cases, at least two of the external evaluators must specifically address the quality and success of the program the candidate manages, and her/his effectiveness as program manager.

Also as a result of limited numbers of faculty in individual degree programs, it has been the case that associate professors serve in administrative positions for extended periods of time. The department recognizes that the responsibilities of these positions intrude drastically on the time and energy these faculty have to fulfill the expectations and qualifications for promotion to full professor, leading to extended time in the associate rank. After consultation with the dean and with a clear statement of the circumstances in which these faculty find themselves, their dossiers may be brought forward so that their promotion may be accommodated to their important duties rather than be delayed because of them. Administration and service in these capacities will be fully taken into account in the consideration of the dossier for promotion to full.

CONCLUSION

The faculty in MCLLC asserts, as a matter of principle, tenure and promotion should not be viewed as a hurdle to be jumped but as a case to be made. The dossiers presented for tenure and promotion should articulate and demonstrate a distinguished record and significant achievements in scholarship, teaching and service/administration as defined above. The merit of the demonstrated and documented effort in these areas will be evaluated in light of the award the candidate is seeking. This approach will recognize and reward the diversity of career paths and accomplishments of our faculty, who are members of a complex department, within the contemporary model of scholarship, teaching and service in the 21st-century academic climate.

GUIDELINES FOR LECTURERS AND SENIOR LECTURERS (NONTENURABLE APPOINTMENTS)

Initial appointment at the rank of Lecturer will normally require a PhD in a field of study appropriate to the individual teaching assignment, the promise of excellence in teaching based on previous teaching experience documented in a teaching portfolio and letters of reference, and a demonstration of classroom teaching at UK. In exceptional instances evidence of the appropriate professional experience or credentials may substitute for the PhD with the approval of the Provost. Lecturers will undergo annual performance reviews specific to their individual assignments on the basis of materials gathered from appropriate sources as part of the FMER process. Categories of performance to be evaluated in keeping with individual assignments and corresponding sources of evidence, including self-reported information on the FMER, are listed below. Lecturers are expected to maintain a record of excellence in the performance of their teaching assignments as well as all other areas of assignment in order to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

Senior Lecturers may be appointed initially from the outside or promoted from within. Promotion to the rank of Senior Lecturer will require five years of continuous and full-time appointment as a Lecturer in the department with a record of excellence in teaching and all other areas of individual assignment. Senior lecturers appointed from the outside must have a comparable record of achievement. Once appointed or promoted, Senior Lecturers will undergo performance reviews biennially barring a composite rating of unsatisfactory performance. The same categories of performance and sources of evidence according to which Lecturers are evaluated also apply to Senior Lecturers as appropriate to their individual assignments. Senior Lecturers are expected to maintain a record of excellence in their performance in all areas of their individual assignment in order to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

- (1) Teaching, advising, and, where appropriate, supervision and training of graduate teaching assistants:
 - Quantitative ratings and qualitative responses provided by students on the standard TCE form and departmental evaluation forms;
 - Solicited or unsolicited written comments from students, graduate teaching assistants, and faculty peers who have observed the candidate's teaching, supervision and training of graduate teaching assistants, advising, and impact on student performance, engagement, or attitude;
 - Other evidence of teaching excellence such as curricular or pedagogical innovation.
- (2) Service:
 - Active participation in departmental or college-level committees;
 - Efforts in organizing departmental or interdepartmental events;
 - Proposals that enhance the mission of the department.
- (3) Research/Professional Development:
 - Publication or presentation of research in the candidate's field, including the scholarship of teaching;
 - Active participation in conferences and other public venues pertinent to the candidate's chosen area of scholarship;
 - Active participation in professional organizations and in workshops that enhance professional development.
- (4) Administration:
 - Evidence of effective management and leadership as appropriate.

Lecturer Evidence

Appointment at the Rank of Lecturer:

The appointee will have received a PhD and show promise of being an excellent teacher as evidenced by previous teaching experience, UK classroom presentations, or any teaching statement submitted as part of the application process.

Appointment at the Rank of Senior Lecturer:

The appointee will have received a PhD at least five years prior to appointment and be demonstrably an excellent teacher. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities.

Reappointment:

The lecturer or senior lecturer will have shown evidence of living up to his or her promise of excellence at teaching as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The lecturer will also have a record of excellence in the performance of job responsibilities.

Nonrenewal of Appointment:

The lecturer or senior lecturer will have failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

Terminal Reappointment:

The lecturer or senior lecturer will have persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

Modern and Classical Languages, Literatures and Cultures

Mentoring Program for Probationary Faculty (revised October 2011)

After six years of informal mentoring of probationary faculty following its founding in July 2002 the Department of Modern and Classical Languages instituted a formal mentoring program in August 2008 in keeping with general guidelines issued by the College of Arts and Sciences during AY 2007-2008. Under this program the Chair, in consultation with the Department's Executive Committee, assigns senior faculty as mentors to the Department's incoming assistant professors on the basis of related teaching and research interests. The overall objective of this program is to help probationary faculty adapt to their new environment and develop practices enhancing their progress toward tenure. (As of August 2008 two incoming assistant professors as well as a third probationary faculty starting his fourth semester in the Department were each assigned a mentor.)

Mentors are expected to develop an ongoing collegial relationship with the probationary faculty with whom they are paired to facilitate communication about issues in teaching, research and service. In the area of teaching mentors are expected to attend at least one class per semester taught by their mentees and engage in an ongoing dialogue about best practices in the classroom, including how to deal with general student culture at UK in designing courses as well as with individual problem students. To this end mentors should familiarize themselves with their mentees' conception of teaching and be prepared to give constructive feedback and advice based on their classroom observations. However, they will not be expected to provide formal written summaries of these observations. With regard to research mentors should familiarize themselves with their mentees' research programs, be prepared to read and comment on drafts of work in progress, and provide advice about conference and publication venues. With regard to service mentors should help their mentees avoid excessive commitments that distract from their teaching and research.

The MCL mentoring program presupposes the continuing involvement of the Chair in supporting the progress of probationary faculty toward tenure. The Chair is responsible for making sure that probationary faculty are made aware of the Department's Guidelines for Promotion and Tenure before their actual appointment begins. The Chair shall also meet with each probationary faculty member and her or his mentor during each Spring Semester to discuss performance ratings based on the annual FMER process to which probationary faculty are subject, note important achievements, and address any problems that this process has revealed or the mentor has noticed. As a matter of principle the Chair shall be available on an ongoing basis to meet with probationary faculty to discuss any concerns they might have about their progress toward tenure.

Modern and Classical Languages, Literatures and cultures

Mentoring Program for Lecturers

1. Purpose: To establish a program to allow for the mentoring of lecturers newly assigned to the department in conjunction with the policies already in place with regard to probationary faculty, as established in February 2009 in keeping with general guidelines issued by the College of Arts and Sciences during AY 2007-2008.
2. Assignment: The Chair, in consultation with the Department's Executive Committee, assigns members of the faculty as mentors to the department's incoming lecturers on the basis of related teaching and subject interests.
3. Objective: The objective of the program is to help newly assigned lecturers adapt to their new working environment and develop practices enhancing their progress towards retention and possible promotion to the rank of senior lecturer.
4. Implementation:
 - A. Mentors will be expected to develop an ongoing collegial relationship with the lecturers with whom they are paired to facilitate communication about issues in teaching and service.
 - B. In the area of teaching mentors are expected to attend at least one class per semester taught by the lecturer and provide comments and suggestions about classroom practices. These discussions should include such topics as the general student culture at the university, the manner of dealing with students, and appropriate actions to be taken in the classroom in case of problems.
 - C. Mentors should familiarize themselves with the lecturer's concept of teaching and be prepared to offer constructive feedback and advice based on their classroom observations and suggestions about class lesson plans. No formal evaluation of such visits is required; however, the department chair should ensure that these observations take place and that the intended colloquy has indeed taken place.
5. Professional Development/Service: As appropriate to the lecturer's DOE, the mentor should become familiar with the lecturer's program of research and be prepared to read and comment on drafts of work in progress and provide advice about conference and publication venues. With regard to service, as appropriate to the lecturer's DOE, mentors should help the lecturers avoid excessive commitments that distract from their teaching and research commitments.
6. Departmental Responsibilities:

A. The Chair is responsible for insuring that lecturers are made aware of relevant departmental policies before the appointment begins.

B. The Chair shall also meet with each lecturer and his or her mentor during the spring semester to discuss performance ratings based on the annual FMER process to which lecturers are subject, note important achievements and address any problems that may have arisen.

C. Finally, the Chair shall be available as required to meet with lecturers to discuss any concerns they may have concerning their performance, progress, and departmental expectations.