

NEW MEXICO STATE UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF LANGUAGES AND LINGUISTICS

PROCEDURES AND CRITERIA FOR  
FACULTY EVALUATION, PROMOTION AND TENURE

15 APRIL 2008

DEPARTMENT MISSION STATEMENT

Within the scope of the land grant mission of the University, the Department of Languages and Linguistics helps students to realize their intellectual capabilities by teaching a humanistic process of rational inquiry. By exposing students to their own and other cultures, languages, and literatures, we help them to develop critical self-awareness, and a larger, cultural awareness. Knowledge about the rest of the world beyond the borders of the USA is crucial to understanding the complexity of international and global issues. Finally, the study of languages, linguistics, and literatures promotes understanding of various systems of belief and values, and appreciation for the rich and varied traditions of humankind.

FACULTY RESPONSIBILITIES

Faculty members in the Department of Languages and Linguistics have numerous professional responsibilities. These include teaching, scholarship and service. Scholarship may be divided into four areas: the *scholarship of discovery*, in which faculty members advance knowledge; the *scholarship of integration*, in which faculty members work with colleagues to bring new knowledge into greater patterns of understanding; the *scholarship of application*, in which faculty members work with the larger community to bring knowledge to bear in their service; and the *scholarship of teaching*, in which faculty and students work together to transform instruction.

Faculty also provide service to fulfill the professional needs of one another, the Department, the College, the University, and the academic community. Faculty members perform all of these vital responsibilities in a number of ways. They may place greater emphasis on varying aspects of their roles at different periods of their careers. These responsibilities shape their annual performance goals and their career achievements. Faculty may also choose to engage in professional outreach to non-scholarly audiences, and will receive credit for such activities. This functions and criteria statement recognizes the wide range of faculty

members' professional responsibilities in teaching, scholarship, and service to the scholarly and public communities.

## I. CRITERIA

Each faculty member is responsible for teaching, scholarship, and service in the department. A full teaching load is 12 credit hours, but teaching loads may be reduced for purposes of scholarship or service or to meet peer standards in the profession. Although the assignment of each faculty member in these three activities may vary, faculty who do not contribute in all three areas should not expect as high an evaluation as those who do, unless they are on scholarship leave. Faculty will be encouraged to participate in national and international exchanges and sabbatical leaves.

### A. CRITERIA FOR EVALUATING TEACHING.

1. The Department of Languages and Linguistics encourages excellence in teaching at all levels. Faculty submit evidence of teaching quality through annual performance evaluations. Such evidence may include syllabi, examples of student work, teaching portfolios, assignment sheets, and a written statement outlining the faculty member's teaching philosophy. The Department Head also requires that every faculty member submit with her/his Annual Performance Report some type of teaching evaluations, along with an explanation of the method by which they were obtained. Student evaluations using the Department's standard evaluation form, visits by the Department Head if invited, or peer evaluations are equally acceptable, and faculty may include several types of evaluations. Peer evaluations may include evaluations from faculty members in Languages and Linguistics, in other departments, or as arranged through the Teaching Academy. When submitting student evaluations, tenure-track and college faculty will use the standard department form with results from all classes taught during the evaluation period. Faculty may demonstrate growth in teaching by revising courses, preparing and teaching new courses, requiring new readings in courses, developing courses that are configured for online delivery, participating in formal or informal instruction in either content or pedagogy, offering independent studies, readings, and thesis credits, and serving as peer reviewers for other faculty members, among other methods.

It is impossible to evaluate with complete objectivity or certitude the effectiveness of a university professor's teaching. However, the Department believes the effective teacher is: well informed; well organized; empathetic; enthusiastic; challenging; prompt; available, and approachable. The faculty member facilitates student learning. The Department matches the skills and general inclinations of the individual with her/his teaching assignments while meeting student needs.

2. Since the Department encourages faculty to incorporate significant writing assignments into many of their courses, faculty members should present evidence of the variety, length, and complexity of these writing assignments, and the manner in which student writing has been evaluated.
3. The extent of readings courses, thesis supervision, and independent study and research direction are also an important part of teaching in the department. Faculty who work with individual students on a regular basis are doing intensive teaching, and work of this kind should be considered as an overload. Advising either undergraduate or graduate students on a regular basis is a vital part of teaching.
4. The disciplines in Languages and Linguistics, as with other humanities and social sciences disciplines, are rapidly changing due to new expectations of students and new research by scholars. An outstanding teacher must keep abreast of new scholarship in her/his field and be able to incorporate it into the classroom and to criticize and evaluate new methods. Also valued are skills in integrating international and domestic knowledge and insights into class content. Faculty are encouraged to seek new approaches and to develop new courses that will adapt rigorous standards to their own changing interests, the changing interests of students and to changes within the language-teaching profession. Team-taught courses and development or participation in interdisciplinary courses are excellent ways in which colleagues can work together to bring knowledge from a range of fields into the learning process. The Department Head will therefore look for innovative new approaches and methods that stimulate students to study the various areas on which the Department of Languages and Linguistics focuses on undergraduate and graduate levels, including those which introduce students to current trends within the profession and raise student awareness about the international and domestic implications of language and culture-related events and issues. The Department Head will take team-teaching into account when evaluating faculty members' contributions to the department.

**B. CRITERIA FOR EVALUATING THE SCHOLARSHIP OF DISCOVERY, INTEGRATION, APPLICATION AND TEACHING**

1. Each faculty member is expected to be involved in productive or creative activities that result in publications or their equivalent and to contribute to scholarly research, to improving the teaching of second and foreign languages and linguistics, or to the profession as a whole. The quality of these activities will be judged according to national standards in the language acquisition, literary critical, cultural studies, and linguistic communities. Letters from outside the University must be included in the tenure and promotion evaluation process. Scholarly performance by faculty may often be based on a combination of domestic and international scholarly activity. Evaluation of any faculty member will give equivalent consideration to research effort and success, whether domestic or international.
2. Original scholarship and the interpretive and critical analysis of literature and other cultural production, such as cinema, are the most important types of research.

Monographs, or textbooks, or their equivalents that make an original contribution in focus or content, published by major university, commercial or academic presses are the most prestigious publications for members of this Department. Given the long period of time required after a monograph is accepted, edited, and published, part of the recognition for this scholarly achievement will be given during the year of acceptance for publication. Final publication will be rated more highly, as this not only involves further revision and editing but also is regarded as the final scholarly product. Citations of the published scholarship as well as reviews of such publications in scholarly journals are an additional measure of scholarly success.

3. Articles in refereed journals and chapters in books published by major university, commercial, or academic presses are also highly valued in Languages and Linguistics. While major, high-visibility national and international journals carry the most prestige, certain journals in specialized fields, and of regional and state focus, also enjoy high status in the profession. The work of a faculty member will always be judged first upon the basis of the quality of the scholarship and writing and its contribution to the overall understanding of the field, rather than solely upon the journal in which it appeared. A wide variety of journals, including those on the teaching of Languages and Linguistics, are available for faculty members who may choose the most appropriate journal for the particular research completed. Journals with heavy backlogs delay and publication, so part of the recognition for scholarly work will be given during the year of acceptance for publication. Final publication will be rated more highly as this not only involves further revision and editing but also is regarded as the final scholarly product. Articles published in electronic and online formats will be considered equivalent to articles published in print, depending upon the scholarly reputation of the publisher.

4. Additional valued forms of scholarly dissemination and work include:

Major editorial work in print or electronic form.

Major grants (funded), post-doctoral fellowships, and national or international faculty exchanges. Scholarship is not normally heavily funded by outside grants and contracts. Funding usually gives a faculty member released time for study and writing, or for the development of programs. With the first type, a faculty member's work will normally be recognized by the resultant scholarship and publication that the grant assisted. The acceptance of a proposal may also merit some recognition before the work resulting from the grant appears in print. Grants may be very helpful to the Department by bringing in funds as well as providing employment for students in courses taught by the Department. Thus, principal investigator(s) should receive recognition for writing and administration of proposals. Smaller grants are also important contributions to scholarly activity and to the Department.

Organizing conferences.

Entries in encyclopedias, dictionaries, and contributions to newsletters.

Proceedings of professional meetings.

Papers read at professional meetings. Although the less ephemeral method of disseminating scholarship in Languages and Linguistics is through publications, delivering papers at professional meetings is another important means of communicating scholarly work. Such papers may deal with linguistic, literary, cultural studies, or language acquisition scholarship in progress, methods of teaching Languages and Linguistics, scholarly methods, or programs in areas such as public policy. These papers should be of a quality that will eventually lead to publication in a journal, book, or newsletter in the profession. The relative weight assigned to papers should be determined by the importance of the professional meeting, the quality of the paper, and its contribution to the profession. Thus, papers given at national and international meetings will generally be considered more important than those delivered at regional meetings (although this may not hold true in cases where the scholarship itself is of local or regional focus). Criteria for evaluating papers are in general the same as those used to evaluate publications: (1) rigor of the selection process (evidence for which may be offered by the faculty member in the Annual Performance Report), (2) appropriateness of the audience, (3) usefulness to other specialists in the area, (4) originality; (5) scope of the problem, and (6) depth of scholarship.

Chairing a panel at a professional conference will normally be considered as service rather than scholarship. However, organizing a panel and securing a place for it in a competitively refereed national or international program may be evaluated as closely related to research or scholarship, to be evaluated on a case-by-case basis.

Book reviews in Languages and Linguistics, whether in print or electronic form.

Commenting on papers at professional meetings.

Grant proposals submitted by not funded. Because of the time involved in formulating and developing a grant, this process deserves recognition even if the grant is not funded.

Faculty may engage in the scholarship of teaching by disseminating their findings through peer-reviewed publications, electronic formats, conferences and workshops or comparable methods regarding new course materials, exercises and assignments that demonstrably augment student learning; by developing theories or strategies for class management that augment student learning; by developing new instructional practices; by developing new delivery mechanisms for instruction; and other aspects of pedagogy that strengthen the teaching of Languages and Linguistics.

The Department of Languages and Linguistics recognizes certain scholarly activities as being approximately equivalent to others. The weight given to these forms of scholarship may be adjusted depending upon the significance of the work.-Several categories include:

Books

Peer-reviewed journal articles  
Book chapters  
Major editorial work

Organizing workshops  
Producing videos and smaller multi-media productions  
Conference papers  
Public programs  
Review essays  
Grant writing

Book reviews  
Consulting activities  
Minor grants (e.g. College mini-grants)  
Participation in professional meetings

Supervising student projects  
Grants not funded

Some forms of scholarship can best be evaluated by peer experts from outside the Department. In other cases, such as Web sites that contribute to the scholarship of discovery and integration, reviews may be conducted either within or outside the department. The Promotion and Tenure Committee must apprise faculty candidates each year during the annual review process about the weight that will be given to their scholarship.

In addition, locating and supervising internships, networking with professionals in the field of Languages and Linguistics, and participation in discipline-related community projects are also considered important Languages and Linguistics activities.

### C. SERVICE

1. Professional service is an important part of academic life, even when it does not occupy a large allocation of effort percentagewise. Planning conferences, refereeing activity, and serving on editorial boards or as officers or committee members of professional organizations are all a part of professional service. Committee work within the University, College, and Department is evaluated on the quality and amount of work required. Routine attendance at meetings will not be valued as highly as chairing committees, doing extensive studies and reports, and other types of work involving policy recommendations.

2. Faculty are encouraged to develop a pattern of service that links personal and Department goals wherever possible. Senior faculty are expected to provide mentoring services for junior colleagues. Faculty new to the institution may have fewer choices than faculty who have been here longer, but every attempt should be made to make a positive contribution in the area of service. The precise nature of service activities will

vary during the course of a faculty member's career. Valuable service includes contributions to any local, state, national or international agency or institution needing her/his professional knowledge and skills. Advising students and organizing programs may all be considered in evaluations. Selected work in the community, with the public schools, and interdisciplinary work with other departments is also appropriate.

3. Faculty members may play a vital service role by mentoring colleagues, reviewing their draft work, visiting their courses, and assisting their professional development in other ways. Networking and building bridges to other departments at NMSU and at other institutions is mutually beneficial.

All Languages and Linguistics faculty are expected to be involved and contributing members of the profession and the university community. Our Department weighs about equally the value of service at the professional, University, College, and Department level. Faculty are encouraged to be involved in a variety of service areas and will be rewarded for their contributions to any local, national, or international agency or institution needing the specific benefits to be derived from professional knowledge and skills. The following areas of service will be given consideration when promotion and tenure decisions are made:

**PROFESSIONAL:**

Organizing Conferences  
Referee Activity  
Officer in Professional Organizations  
Serving on an Editorial Board  
Committee Member in a Professional Organization  
Community Activities

**UNIVERSITY:**

Faculty Senate  
University Research Council  
Standing Committee Member  
Ad Hoc Committee Member  
Graduate Advisory Council  
Invited Guest Lecturing in Other Courses  
Campus Activities

**COLLEGE:**

College Council  
Standing Committee Member  
Ad Hoc Committee Member  
Campus Activities

**DEPARTMENT:**

Director of Graduate Studies  
Chairing Graduate M.A. Committee

Member of M.A. Committee  
Graduate Advising  
Undergraduate Advising  
Library Liaison  
Standing Committee Member  
Search Committee Chair or Co-Chair  
Search Committee Member  
Advising Center Work  
Ad Hoc Committee Member  
Advisor for Crimson Scholars, Centennial Scholars, Veterans, etc.  
Campus Activities  
Ad hoc Committee or Task Force Chair  
Mentoring Colleagues  
Peer Review of Teaching

COMMUNITY:

Short Courses  
Consulting  
Guest Appearances in K-12 Classes  
Other

D. OUTREACH

Faculty members may choose to present their scholarship in settings that are not peer-reviewed, such as a presentation to K-12 class. Faculty performing these forms of outreach will receive credit for their activities.

II. PROCEDURES

A. ASSIGNMENT OF TEACHING, SCHOLARSHIP AND SERVICE

1. Normally, all tenure-track faculty members are assigned a nine-hour teaching load with the expectation that the additional three hours of time allowed for scholarly activity will be used productively. Loads may be reduced in accordance with University and College policy to allow faculty to meet scholarship and service responsibilities and in accord with national peer standards.

2. Most tenure-track faculty members in Languages and Linguistics have traditionally had 60% of their time devoted to teaching, 30% to scholarship, and 10% to service. These percentages may be adjusted through discussions between the Department Head and the Dean when faculty members teach extra courses, undertake sabbatical or exchange leave, receive additional course reductions for scholarship purposes, or buy out courses for scholarly purposes. The Department Head and the Dean may make adjustments to reflect unusual service responsibilities as well.

3. Teaching assignments are to be made by the Department Head in consideration of students' needs, programmatic requirements, curricular rotations, and faculty requests.

## B. ANNUAL EVALUATIONS

1. All tenure track faculty shall submit draft annual goals statements and meet with the Department Head at the beginning of the calendar year. New tenure-track faculty also work with the Department Head to develop a goals statement during their first semester of employment, if the first semester is a fall semester. The approved goals are sent to the Dean. The two shall agree upon the faculty member's general goals for teaching, scholarship or creative activities, and service for the coming year, as well as any outreach activities, and the percentage of effort to be allocated to each area during the next evaluation period.

As faculty careers develop, individuals may request to focus more upon teaching, scholarship, or service in particular years. A summary of this discussion signed by both the faculty member and the Department Head and approved by the Dean shall be placed in the faculty member's personnel file along with copies of the annual report and the Department Head's evaluation. The faculty member may write an independent goals statement and/or written comment on the Department Head's evaluation and have that statement placed in the file.

All tenure-track faculty and college faculty who regularly teach two or more courses per semester shall submit Annual Performance Reports to the Department Head on the forms supplied by the College of Arts and Sciences in November of each year; deadlines will differ from year to year. Supporting materials, such as off-prints, teaching evaluations, or other documentation may be included. These materials will be returned to the faculty at the end of the evaluation period. Goals statements and percentages of responsibility may be modified during an academic year by written agreement between the faculty member, Department Head and Dean if circumstances warrant such changes. An example might be when a faculty member receives a mid-year grant that permits buying out a course in order to focus more time upon scholarship.

2. The Department Head's evaluation will be based on the Department's goals and objectives as well as the preceding year's evaluation and personal goals statements agreed upon by the faculty member and the Department Head. Annual reports of all non-tenured, tenure-track faculty shall also be reviewed by all senior faculty as members of the Promotion and Tenure Committee, which will meet in March (dates will vary) to advise the Department Head of the faculty member's progress toward tenure and promotion and before the Department Head completes the annual written evaluation.

3. During the third full year of employment, non-tenured tenure-track faculty members will be given a more thorough progress appraisal by the senior faculty through the Promotion and Tenure Committee. At the discretion of the Committee, this may include appraisals of teaching progress as demonstrated through peer reviews, student

evaluations, and other forms of evidence; external reviews of scholarly works or scholarly works in progress; and appraisal of service.

4. After the Dean has reviewed the written evaluations, the Department Head shall send a copy of the evaluation to the faculty member, and shall subsequently discuss the evaluation with him/her. Provisions for appeal are outlined in the University Policy Manual.

5. Salaries are determined after the legislature has appropriated funds. After approval by the Department Head, Dean, and Provost/Executive Vice-President, final salary determinations are reported verbally to each faculty member by the Department Head. Provisions for appeal are outlined in the University Policy Manual.

### C. TENURE CONSIDERATIONS

1. See the Department's criteria above for general guidelines.

2. The Departmental Promotion and Tenure Committee is comprised of all departmental tenured faculty except the Department Head. This committee will have one faculty member from another department in the College, appointed by the College Council. This outside member will have the same voting privileges and other rights as the departmental Committee members. If the Department cannot form a Committee of at least three members, including the external member, the College Council will appoint the additional external members. The Committee shall elect its Chair for a three year term by majority vote from among the Languages and Linguistics faculty on the Promotion and Tenure Committee.

3. As soon as possible, but not later than the third year of employment in the Department, an untenured, tenure-track faculty member should begin to assemble a file containing publications, reviews of the her/his scholarly works, Annual Performance Reports, a current *curriculum vitae*, student teaching evaluations, copies of committee reports, papers, manuscripts of work in progress, and a narrative summary of professional activities. Guidelines for this, provided by the Dean of the College of Arts and Sciences, are obtainable from the Department Head. This file should be updated at least once each year to assist the faculty member in preparing a case for tenure. The Department Head will maintain a separate file for material of a confidential nature, particularly for letters of evaluation, which will be open for access by the candidate and Committee members.

4. In March of each year (dates will vary), the Promotion and Tenure Committee will meet to review the files and evaluate the progress toward a continuous contract of each and every untenured, tenure-track faculty member. The Committee will report in writing to the Department Head its finding regarding progress toward tenure as well as the strengths and weaknesses in the areas of teaching, scholarship, and service with concrete suggestions for improvement. The Promotion and Tenure Committee will recommend in writing to the Department Head whether a new temporary contract should be issued to

each of these faculty members in accordance with the timetable specified by university policy.

The Department Head will review the candidate's documentation in the areas of teaching, scholarship, and professional service and then render a separate recommendation on the matter of issuing a new contract. The Department Head will forward this recommendation to the Dean. After discussing these recommendations with the Dean, the Department Head will give a copy of the Promotion and Tenure Committee's report to the candidate and discuss the report with the candidate. The candidate may respond to the report in writing, requesting clarification from the Committee, and may submit supporting documentation for the next Committee review.

5. At its March meeting (dates will vary), the Promotion and Tenure Committee will determine which untenured faculty members should and will be considered for tenure in the following year. Any untenured faculty member, however, may be considered for tenure upon her/his request. The Promotion and Tenure Committee will request that such untenured faculty members to submit up-to-date files and be prepared to meet with the Committee. The Committee will examine the files, publications, annual reports, and may request information from other faculty members prior to its final meeting regarding the application. A special subcommittee consisting solely of members at the rank of Professor will consider candidates seeking promotion from the rank of Associate Professor to the rank of Professor.

6. Faculty members to be considered for tenure will submit a list of the names of at least five persons of higher academic rank outside the University competent to evaluate their work before the end of the Spring semester. The Promotion and Tenure Committee will select from this list two or three names, to which it will add the two or three names of additional persons not on the faculty member's submitted list. No New Mexico State University faculty member and no more than one may be from the candidate's degree-granting institution should be requested to submit a letter. The Department Head will request letters evaluating the candidate from each of the persons on the final list. Candidates will have access to all outside letters.

7. At the beginning of the fall semester, the faculty member under consideration for tenure will again bring her/his files up to date. The Promotion and Tenure Committee will meet no later than October (dates will vary) to discuss the application, vote and make a recommendation for or against tenure. An affirmative vote of at least two-thirds of the total Committee will be required for a favorable recommendation. The Committee Chair will prepare a report for the Department Head, to be forwarded to the Dean, reflecting the discussion of the Committee and signed by each member who participated in the Committee's deliberations. Anyone not signing may append a minority report. The Department Head then informs the candidate of the voting and gives her/him a copy of the recommendation to be made to the Dean. The Department Head also forwards a separate recommendation to the Dean. All materials received by the Committee will be forwarded to the Dean along with the Committee's recommendation. The appeals process is outlined in the Faculty Handbook.

8. Pursuant to Faculty Senate policy, no absentee or proxy voting is permitted.
9. Pursuant to Faculty Senate policy, candidacy for tenure may be delayed for approved reasons.
10. Any post-tenure review process must include external evaluations by a faculty member's peers.

#### D. PROMOTION

1. See the Department's criteria statement above for general guidelines. In all evaluations, consideration will be given to how knowledge and insight gained during an off-campus or international assignment are integrated into the faculty member's teaching, scholarship, and service after returning to the university. Candidates seeking promotion must demonstrate their qualifications in teaching, scholarship and service. Some consideration may be given for unusual teaching or service responsibilities.

2. Normally, the Promotion and Tenure Committee will consider applications for promotion to Associate Professor. Non-tenured, tenure-track Assistant Professors will participate in consideration of applications for promotion to Assistant Professor. The Promotion to Professor Committee will be comprised of all departmental tenured faculty senior in rank to the candidate. An Associate Professor may request appraisals of her/his progress towards promotion by the Promotion and Tenure Committee in any year. Such appraisals of progress are encouraged at least once every three years after faculty members have been promoted from Assistant Professor to Associate Professor. Normally, when a department recommendation in favor of promotion to any rank is not approved by the administration, the candidate may apply again for promotion (with appropriate updating of files) in succeeding years.

3. As per Faculty Senate policy, no absentee or proxy voting is permitted.

#### 4. Promotion Considerations

##### (1) To Associate Professor

Effective teaching, as demonstrated in peer reviews by senior faculty or the Department Head, student evaluations, or other evidence; professional, department, college, and/or university service; published evidence of considerable scholarly achievement, normally at least three articles in refereed journals relating to languages or linguistics (publication of a monograph by a peer-reviewed university, commercial or other academic press exceeds this requirement), with recognition that faculty may complete equivalent peer-reviewed non-traditional scholarship in lieu of one peer-reviewed article; evidence of on-going growth in scholarship; and letters of support from evaluators of higher rank outside New Mexico State University. Scholarship will be judged by its originality, complexity, quality, dissemination, and impact as assessed by qualified reviewers.

##### To Professor

Excellent teaching; significant professional, department, college, and university service and leadership; published evidence of major scholarly achievement, normally at least one monograph published during the faculty member's scholarly career by a major university, commercial or other academic press or equivalent non-traditional scholarship; evidence of on-going growth in scholarship and leadership in the profession and letters of support from evaluators of higher rank outside New Mexico State University. Scholarship will be judged by its originality, complexity, quality, dissemination, and impact as assessed by qualified reviewers.

College-track faculty members may request promotion to higher rank as per university policy if they have met the guidelines established for college-track promotion established by the College of Arts and Sciences. These include five years of continuous service at the current rank, as well as demonstrated continued excellence in teaching; continued activities to improve teaching; and participation or leadership in important departmental priorities such as the improvement of student learning and student retention.

Candidates for promotion to College Associate Professor must demonstrate professional growth activities. Candidates for promotion to College Professor must demonstrate superior teaching, professional growth, and leadership. Among the means to demonstrate excellence in teaching, college-track faculty may provide student evaluations; may provide reviews by tenure-track Department of Languages and Linguistics faculty peer reviewers or reviewers from other programs; may provide peer appraisals written by the Department Head; may demonstrate participation in Writing Across the Curriculum, Teaching Academy, and other opportunities for strengthening teaching offered by the university; may cite university teaching awards; may cite additional forms of growth discussed in the general teaching section of this document; and may cite other evidence of teaching excellence. Participation in service to the department may serve as a demonstration of leadership activities by college-track faculty members. The Department Head and Dean will develop an appropriate committee to assess applications for promotion in the college faculty ranks. At least one college faculty member from an outside department who holds the higher rank that is sought will be appointed to any ad hoc college promotion committee. The chair of such a committee will be a tenured member of the Department of Languages and Linguistics.

### III. REVIEW AND APPROVAL OF PROCEDURES AND CRITERIA STATEMENT

Revisions to the Departmental Procedures and Criteria Statement go into effect when they are approved by a majority vote of the tenure-track and college faculty members of the Department and are subsequently approved by the Dean.

The Department of Languages and Linguistics will periodically review its Procedures and Criteria statement for potential revisions. Such review will ordinarily be conducted within three years after the Dean has most recently approved revisions to the Statement.

Approved:

Department \_\_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date \_\_\_\_\_

Date of this revision: 15 April 2008