Approved by DFL faculty, August 12, 2014, September 30, 2014, April 28, 2015

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# I. DISTINGUISHING DEPARTMENTAL CHARACTERISTICS

The Department of Foreign Languages (DFL) is a place diverse in both its program offerings and faculty areas of specialty and interest. The activities of the DFL place it at the very center of the University’s efforts to ensure that all KSU students are able to participate effectively in the international community. The Department prides itself on its excellence in teaching; faculty research and creative activities, including the development of undergraduate research; engagement with local, national, and international communities; and service to the college and the university.

The Department has a strong commitment to:

* Preparing students to be linguistically and culturally proficient in a second or third language to use in related professional careers.
* Fostering a comprehensive, interdisciplinary research agenda, with a highly diverse international focus, including foreign language education, cultural studies, literary theory, intercultural competence, linguistics, translation studies, and film studies.
* Internationalizing the University and the community through the faculty members’ diverse expertise within the areas of professional service, community engagement, and participation in interdisciplinary programs.

The Department serves thousands of Kennesaw State University students interested in studying Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, and Spanish. In all courses, faculty members make available content knowledge in the target languages, literatures and cultures, as well as opportunities for students to develop the skills needed to live and work in an increasingly diverse and multicultural world.

The Modern Language and Culture major encompasses programs in French, German, Italian, and Spanish with concentrations in Second Language and Culture, Teacher Certification in Foreign Language, Applied Business, and Cross-disciplinary Perspectives. The ML&C major is distinguished regionally and nationally through the requirement of student participation in a significant study abroad experience in the target language to enhance the authenticity of linguistic and cultural education. Our minor programs in Chinese Studies, Classical Studies, European Studies, French and Francophone Studies, German Studies, Italian Studies, Lusophone Studies, and Spanish enrich students through a variety of foci and disciplinary approaches. Our Master of Arts in Teaching Foreign Languages, with programs in Chinese and Spanish, helps to educate a new generation of teachers for the state of Georgia. Another certification option, the Alternative Teacher Preparation Program, is designed specifically for in-service teachers of Chinese, French, German, Japanese, Latin, and Spanish. All teacher certification programs are nationally accredited, and are committed to the collaborative model adopted by KSU’s Educator Preparation Provider (EPP) and the Bagwell College of Education. In addition, the Critical Languages Program provides access to language courses, such as Arabic, Hindi, Russian, Turkish, and others as needed, which are not offered through the department’s core programs.

The Department is the home of the Foreign Language Resource Collection, which is an integral part of language teaching at KSU. The Foreign Language Resource Collection supports and promotes foreign language learning and instruction by providing guidance with the creation and dissemination of innovations with respect to foreign language pedagogy, intercultural competency, and instructional technology.

# II. MISSION STATEMENT

The DFL’s highly diverse, international community is committed to collaborating in innovative work that crosses both national and disciplinary boundaries. Faculty members’ diverse fields of expertise range from foreign language education to cultural studies, literary theory, intercultural competence, linguistics, and film studies. In addition, each faculty member is an experienced and committed foreign language teacher. The Department contributes significantly to the College mission of facilitating an understanding of human interaction across world cultures and time, enhancing awareness of global perspectives, and fostering in students the knowledge, skills, and versatility needed to succeed personally, academically, and professionally in an ever-changing society.

# III. THIRD-YEAR REVIEW TOWARD PROMOTION AND TENURE: PROCEDURES

A successful third-year review requires that the faculty member demonstrate that s/he is developing a significant role in the Department through teaching, professional service, and research and creative activity as appropriate. The DFL follows the current KSU *Faculty Handbook* (110-111), which states the following regarding third-year reviews:

“For non-administrative faculty, the review of third-year portfolios begins with the Department Review Committee, proceeding in turn to the department chair and the dean. The third-year review portfolio of a department chair is reviewed by the Department Review Committee, followed by the College Review Committee, and then the dean. The third-year review for other academic administrators (deans, other college-level administrators, and administrators above the level of dean) will mirror the first three levels of review for the promotion and tenure process. At each level, review committees and administrators consider the progress of the candidate toward tenure or, in the case of instructors, toward promotion. A letter is written at each level of review outlining the strengths and weaknesses of the candidate with respect to this question. A copy of each review letter is sent to the candidate and a copy is placed in the portfolio” (Section 3.7.B).

# IV. TIMETABLES FOR REVIEW OF FACULTY (lecturers, senior lecturers, clinical faculty, tenure-track faculty)

Annual reviews in the DFL will be conducted according to the following schedule. The exact dates for all reviews are posted in the spring of each year on the Academic Affairs webpage.

* For Lecturers, Senior Lecturers, clinical faculty, and tenure-track faculty in their first year of service to KSU, the DFL Chair conducts a mid-year review in January for the period of mid-August to December. In October, the DFL Chair conducts a one-year review based on the faculty member’s activity (provided in the ARD) in relation to the FPA goals for January to September.
* For Lecturers, Senior Lecturers, clinical faculty, and tenure-track faculty beyond their second year of service to KSU, the annual reviews are conducted in January for the period of January to December of the previous year.
* Dates for multi-year review schedules are published yearly by the Office of the Provost. Faculty members are responsible for meeting exact deadlines.
  + Promotion and tenure reviews: portfolios are due to the DFL office in mid-August (usually one week after the beginning of the fall term);
  + Third-year reviews: portfolios are due to the DFL office in early September (usually during the first full week of September);
  + Post-tenure reviews: portfolios are due to the DFL office in early October (usually during the first full week of October).

# V. ADHERENCE TO UNIVERSITY AND CHSS GUIDELINES

The DFL T&P guidelines adhere to the guidelines established by the University and appearing in the *Faculty Handbook* (Section 3: “Review and Evaluation of Faculty Performance”) and by the College of Humanities and Social Sciences as stated in the “Faculty Expectations, Evaluation, and Review Guidelines.”

# VI. PRIMACY OF DFL T&P GUIDELINES

While the DFL subscribes to University and CHSS Promotion and Tenure and Guidelines, the Departmental guidelines are understood to be the primary basis for T&P decisions within the DFL, as confirmed by the *Faculty Handbook*.

# VII. WORKLOAD MODELS AND EXPECTATIONS

Faculty workload is determined primarily by the situational context of the individual, which is determined by her/his responsibilities in the three areas in which full-time teaching faculty are evaluated: teaching, supervising, and mentoring of students; research and creative activity; professional service. In establishing a faculty member’s situational context, the DFL Chair and the faculty member take into consideration the faculty member’s teaching, research and professional service commitments, the number of students supervised in internships or in educational field experiences, special projects assigned by the Chair, and other activities that advance the mission of the Department and/or the University.

The DFL follows the distribution of faculty members’ workload as described in the *Faculty Handbook* Section 2.2.2. The four basic performance areas in which faculty members may be evaluated are teaching, supervising, and mentoring of students; research and creative activity; professional service; and administration and leadership. Administrative faculty members are those for whom 50% or more of their workload is administrative in function. Teaching faculty members are all others with faculty rank and status.

# VIII. COMMUNITY-BASED WORK AND CIVIC ENGAGEMENT

Congruent with DFL distinguishing characteristics, and the mission of the institution, CHSS, and the DFL, faculty engagement in community-based work will be recognized and supported. Community-based work by faculty may include work in schools, in government agencies, in not-for-profit and for-profit organizations, and at the local and global level. As appropriate, such efforts may be connected to curricular, co-curricular, and extra-curricular activities in the form of students’ coursework, field-based teaching experiences, volunteer initiatives, service-learning projects, internship and study abroad experiences.

As approved by the Board of Regents of the University System of Georgia, faculty members’ collaborative efforts in teacher preparation and school improvement with teachers and administrators in K-12 schools will be recognized and supported by the DFL. Participation in teacher preparation and in school improvement may include documented efforts of the faculty in:

1. Improving their own teaching so as to model effective teaching practices in   
   courses taken by prospective teachers;
2. Contributing scholarship that promotes and improves student learning and   
   achievement in the schools and in the university;
3. Collaborating with public schools to strengthen teaching quality and to increase   
   student learning.

In consultation with the DFL Chair and HSS Dean, faculty members must negotiate community-based work in their FPA and ARD documents and document the scope and significance of their work in relation to a performance area (i.e. teaching, supervising, and mentoring; professional service, research and creative activity; administration and leadership). Thus, the faculty members’ community-based work must benefit either their own professional development in the performance areas, or student learning, or the work and services provided by stakeholders in the community. Properly documented and peer-reviewed faculty engagement in community-based work is eligible for consideration in the promotion and tenure process.

# IX. LECTURERS AND SENIOR LECTURERS: SPECIFIC EXPECTATIONS

Lecturers and Senior Lecturers in the DFL are reviewed annually for contract renewal and are not eligible for permanent tenure. Lecturers and Senior Lecturers have as their primary responsibility the teaching, supervising, and mentoring of students and therefore are expected to be highly effective in these areas. Unless otherwise set forth in the DFL Faculty Performance Agreement (FPA), there are no expectations for scholarship by Lecturers or Senior Lecturers. Professional service responsibilities may be limited to the minimum necessary to teach assigned courses successfully. These responsibilities include attendance at regularly scheduled DFL faculty meetings and participation on appropriate DFL committees. The *Faculty Handbook* states that “A lecturer’s and senior lecturer’s portfolio will be evaluated based on a highly effective accomplishments in two performance areas: 1) teaching, supervising, and mentoring of students; and 2) professional service (related to teaching assignments). For lecturers/senior lecturers with primary responsibilities in professional service and/or administration and leadership, their portfolios will be evaluated based on highly effective performance in those areas” (Section 3.6.B.1). The teaching load for Lecturers and Senior Lecturers is 5/4. The *Faculty Handbook* and the “CHSS Faculty Expectations, Evaluation, and Review Guidelines”provide guidelines and deadlines for submission of materials for review.

# X. CLINICAL FACULTY

Per KSU guidelines, clinical faculty are educators-practitioners who have a background in their disciplinary area and who practice the discipline in the work setting. The following clinical ranks are recognized at KSU: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The clinical faculty position is non-tenure track, and the holder is not eligible for tenure or probationary credit toward tenure. According to Board of Regents policy ([8.6.3](http://www.usg.edu/policymanual/section8/policy/C245/#p8.3.6_criteria_for_promotion)), “promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience”

Clinical faculty must maintain a balance that is different from the workload of tenure track faculty. Unless otherwise set forth in the Faculty Performance Agreement (FPA), clinical faculty generally spend less time engaged in research and creative activity. Typically, the primary responsibilities of Department of Foreign Languages clinical faculty shall emphasize their applied experience. Such responsibilities include, but are not limited to, student supervision (e.g., supervision of field, practicum, internship, or clinical experiences), applied instruction (e.g., teaching a course on news reporting or psychological assessment), or other applied activities that contribute to the department or college (e.g., advising or grants and contracts).

In addition to annual reviews, clinical faculty will be reviewed during their third year and every six years of employment in the position. Clinical faculty may apply for an optional promotion review.

# XI. EXPECTATIONS FOR TEACHING, SUPERVISION, AND MENTORING

The distinctions expected to be found among faculty members’ performance at the various ranks relate to an evolving philosophy of teaching and practice (i.e. classroom practice and approaches to the discipline). As the individual moves through the ranks, s/he is expected to demonstrate an increasing ability to put theory into practice, to assess the effectiveness of these practices, and to pursue either greater depth or broader range of activities.

The following lists of activities in the area of Teaching, Supervision, and Mentoring are neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and significance. It is the faculty member’s responsibility to document the depth, breadth, and/or impact of the activities s/he pursues.

## 1. Appropriate activities at all ranks may include:

* Teaching groups, classes, seminars, or conducting workshops as appropriate;
* Developing and revising instructional programs, courses, curriculum materials, tests, and other assignments;
* Utilizing multiple methods for assessment of teaching effectiveness, e.g. interim student comments and student self-evaluations, multiple approaches to teaching and analysis of results over time;
* Engaging in pedagogical innovation and pedagogy-based research;
* Earning recognition and awards for distinguished teaching, supervision, and/or mentoring;
* Documenting student learning through student self-evaluations, portfolios, standardized or other externally administered examinations, etc.
* Supervising students and others in field placements, internships, community engagement, student teaching, and other related activities as appropriate;
* Advising and mentoring students;
* Demonstrating evidence of research and creative activity in the discipline that enhances and invigorates teaching;
* Supervising student research projects and directed studies;
* Attending and/or participating in workshops dealing with teaching.

## 2. A Lecturer

* Analyzes teaching practices and refines her/his teaching philosophy;
* Assesses and adjusts teaching practices and teaching philosophy in response to a variety of indicators such as student comments, peer mentoring, assessment of student learning outcomes;
* Develops activities that reflect the teaching philosophy;
* Attends and/or participates in workshops dealing with teaching;
* Demonstrates a commitment to continued development as a teacher.

**3. A Senior Lecturer**

* Communicates successfully her/his teaching philosophy to colleagues and students;
* Implements methods and pedagogical practices and activities that reflect the teaching philosophy;
* Institutes assessment tools that effectively measure teaching practices;
* Seeks collaborative venues in which to discuss teaching practices in order to continue to refine both philosophy and the implementation of that philosophy;
* Takes an active role in revision of curricula.

## 4. An Assistant Professor / A Clinical Assistant Professor

* Analyzes teaching practices and refines her/his teaching philosophy;
* Assesses and adjusts teaching practices and teaching philosophy in response to a variety of indicators such as student comments, peer mentoring, assessment of student learning outcomes;
* Develops activities that reflect upon the teaching philosophy;
* Attends and/or participates in workshops dealing with teaching;
* Demonstrates a commitment to continued development as a teacher;
* Supervises field experiences, directed studies, student research projects, internships, etc.

## 5. An Associate Professor / A Clinical Associate Professor

* Communicates successfully her/his teaching philosophy to colleagues and students;
* Implements methods and pedagogical practices and activities that reflect the teaching philosophy;
* Institutes assessment tools that effectively measure teaching practices;
* Seeks collaborative venues in which to discuss teaching practices in order to continue to refine both philosophy and the implementation of that philosophy;
* Takes an active role in revision of curricula;
* Devotes increased attention to mentoring students and advisement, both formal and informal.

## 6. A Full Professor / A Clinical Professor

* Demonstrates leadership in teaching, advising students, mentoring colleagues of the other ranks;
* Demonstrates leadership in teaching by conducting workshops and leading discussions on teaching;
* Leads the revision of curricula and/or program assessment;
* Leads and/or participates in discussions about national trends in content area.

# XII. EXPECTATIONS IN PROFESSIONAL SERVICE

All members of the Department must engage in professional service activities. Expectations in this area will differ according to the Faculty Performance Agreement developed by the faculty member in consultation with the DFL Chair. As the individual moves through the ranks, s/he is expected to demonstrate an increasing ability to pursue either greater depth or broader range of activities of professional service. Professional service activities must be related to the field or fields of the faculty member’s professional expertise to be eligible for consideration in the promotion and tenure process.

The following lists of activities in the area of Professional Service are neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and significance. It is the faculty member’s responsibility to document the depth, breadth, and/or impact of the activities s/he pursues. The amount of time dedicated to Professional Service activities will be negotiated on a yearly basis with the DFL Chair; course reassignments/reductions for Professional Service activities may also be negotiated with the DFL Chair on a yearly basis.

## 1. Appropriate activities at all ranks may include:

* Contributing actively as a member or leader of committees and task forces at the departmental, college, institutional, university system, professional, and local community levels, and boards external to the college or university that are related to the faculty member professional expertise;
* Fulfilling responsibilities in shared faculty governance;
* Administering or coordinating programs;
* Organizing or chairing panels at professional conferences/meetings;
* Serving as an officer in professional organizations or civic organizations related to the discipline;
* Organizing symposia or professional meetings at the university level;
* Developing and supervising community engagement activities related to the discipline;
* Engaging in professional practice (e.g. consulting, interpreting);
* Conducting professional development and continuing education programs in the discipline;
* Serving on visiting committees for the purposes of accreditation;
* Promoting the program, department, or a professional organization;
* Earning community recognition or awards for distinguished service contributions;
* Developing and/or administering study abroad programs or internships.
* Coordinating/supervising events within the Department, at the college/university level or in the community.

## 2. A Lecturer:

* Engages in professional service related to her/his teaching assignments, as appropriate for her/his situational context.

**3. A Senior Lecturer:**

* Represents the Department as a contributing member on departmental, college, or university committees, as the Department deems necessary;
* Takes an active role in mentoring lecturers and/or part-time instructors.

## 4. An Assistant Professor

* Represents the Department as a contributing member on departmental, college, or university committees as appropriate to her/his situational context;
* Begins to establish a strong professional service record in fields appropriate to her/his expertise.

## 5. A Clinical Assistant Professor

* Represents the Department as a contributing member on departmental, college, or university committees as appropriate to her/his situational context;
* Begins to establish a strong professional service record in fields appropriate to her/his expertise, such as seminars and training workshops, grant-writing, applied research, assessment at program and departmental levels.

## 6. An Associate Professor

* Establishes a record of leadership in professional service in the Department, college, university, or the profession;
* Takes a leadership role on departmental, college, and/or university committees or initiatives.

**7. A Clinical Associate Professor**

* Represents the Department as a contributing member on departmental, college, or university committees as appropriate to her/his situational context;
* Begins to establish a strong professional service record in fields appropriate to her/his expertise, such as seminars and training workshops, grant-writing, applied research, assessment at college and university levels.

## 8. A Full Professor

* Demonstrates a sustained record of leadership in professional service to the Department, college, university and beyond.

**9. A Clinical Professor**

* Represents the Department as a contributing member on departmental, college, or university committees as appropriate to her/his situational context;
* Begins to establish a strong professional service record in fields appropriate to her/his expertise, such as seminars and training workshops, grant-writing, applied research, assessment beyond the institution at community, national, and international levels.

# XIII. EXPECTATIONS IN RESEARCH AND CREATIVE ACTIVITY

All tenure-track faculty of the Department of Foreign Languages are expected to produce peer-reviewed scholarship. Research products must be related to the field or fields of the faculty member’s professional expertise and be reviewed by professionals in the field to be eligible for consideration in the promotion and tenure process. This scholarship and its peer-review process must be sufficiently documented to permit review parties beyond the DFL to evaluate its quality and significance. The amount of time dedicated to Research/Creative Activities will be negotiated on a yearly basis with the DFL Chair; course reassignments/reductions for Research/Creative Activities may also be negotiated with the DFL Chair on a yearly basis.

The following lists of activities in the area of Research and Creative Activity are neither exhaustive nor a checklist. Quantity of activities does not necessarily indicate quality and significance. It is the faculty member’s responsibility to document the depth, breadth, and/or impact of the scholarship s/he produces by, for example, indicating the type of peer review of each work, quoting rating sources, and/or documenting impact, contribution to the specific discipline, or the like.

## **1. Appropriate activities at all ranks may include:**

* Publishing peer-reviewed scholarly works (online or in print), such as articles, books, textbooks, edited collections, book chapters, and translations;
* Publishing book reviews;
* Presenting one’s research at professional conferences;
* Delivering invited lectures;
* Developing specialized workshops and conducting them before a professional audience;
* Earning recognition or awards for distinguished research or scholarship contributions;
* Writing grant applications;
* Writing and disseminating professional reports of significant import that are reviewed by professionals beyond the departmental level;
* Publishing creative endeavors, such as fiction, drama, or poetry.

## 2. An Assistant Professor

* Establishes a balanced record in research and creative activity, which must include peer-reviewed publications;
* Develops research and creative activity interests by presenting at conferences/workshops and establishing professional relations with other scholars in her/his discipline.

## 3. A Clinical Assistant Professor

## Establishes research and creative activity interests, if applicable as set forth in the Faculty Performance Agreement (FPA).

## Develops research and creative activity interests, if applicable, linked to the faculty member’s disciplinary area and specific practice of the discipline in the local work setting.

## 4. An Associate Professor

* Maintains and strengthens a balanced record in research and creative activity, which must include peer-reviewed publications;
* Strengthens and consolidates professional relations with other scholars in her/his discipline.

## 5. A Clinical Associate Professor

## Maintains research and creative activity, if applicable as set forth in the Faculty Performance Agreement (FPA).

* Strengthens research and creative activity, if applicable, linked to the faculty member’s disciplinary area and specific practice of the discipline within and beyond the University.

## 6. A Full Professor

* Demonstrates a sustained record in research and creative activity, including peer-reviewed publications;
* Achieves recognition for research and creative activity by colleagues in her/his discipline;
* Leads and/or participates in discussions about national trends in content area.

## 7. A Clinical Professor

## Demonstrates sustained record of research and creative activity, if applicable as set forth in the Faculty Performance Agreement (FPA).

## Expands research and creative activity, if applicable, linked to the faculty member’s disciplinary area and specific practice of the discipline in regional, national, or international settings.

# XIV. EXPECTATIONS IN ADMINISTRATION AND LEADERSHIP

1. The category of administration and leadership covers those scholarly and non-scholarly activities that some faculty members and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other three performance areas.
2. This area applies primarily to administrative faculty members, but it is available to teaching faculty members who spend at least 50% of their time on administrative tasks (e.g. program directors or grant oversight).
3. Faculty members evaluated in this area must clearly articulate their goals and

document the quality and significance of their activities and achievements in the

same manner as in any of the other areas.

Faculty members in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty members. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, and intellectual environment for faculty members and staff achievement.

# XV. POST-TENURE REVIEW

To complete a successful post-tenure review, a faculty member must demonstrate a sustained level of activity appropriate to her/his rank in the area of teaching, mentoring, and supervision; professional service; and research and creative activity, as outlined above.

# XVI. AMENDING THE T&P DOCUMENT

This document is subject to change upon vote of the full-time members of the DFL and approval by the Dean of the College of Humanities and Social Sciences and the Provost. To amend this document, a 2/3 votes of the voting body as defined in the DFL Governance Document is required.

**This document was voted on and approved by the faculty of the DFL on** **April 28, 2015.**

Approved by:

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Chair, Department of Foreign Languages Date:

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Chair, Department Faculty Council Date

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Dean, College of Humanities & Social Sciences Date:

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Provost and Vice President for Academic Affairs Date: