



OLD DOMINION
UNIVERSITY

College *of* Arts *and* Letters

COLLEGE OF ARTS AND
LETTERS HANDBOOK
2026–27

Table of Contents

Introduction.....	1
The Makeup of the College.....	2
Bylaws (Shared Governance and Committees).....	4
Internal College Deadlines.....	8
College Workload Policy.....	9
College of Arts and Letters Chair Appointment Process.....	11
Named Chair/Professorship Appointment and Reappointment Process.....	26
College of Arts and Letters Research Subsidies.....	30
College Awards.....	32
Uses of Start-Up Money.....	34
Faculty Evaluation Categories.....	34
Departmental Policies.....	34

Introduction

The goal of this Handbook is to offer an accessible, readable, informative, and adaptable compendium of current College practices and policies. While the College Handbook will be revised as necessary to reflect changes in Commonwealth and University policies, including policies set forth in the *Teaching and Research Faculty Handbook*, it is superseded by those policies should any conflicts arise.

The Makeup of the College

Departments

The Old Dominion University College of Arts and Letters currently comprises ten academic departments:

- Art
Chair: John Roth, M.F.A
- Communication and Theatre Arts
Chair: Tim Anderson, Ph.D.
- English
Chair: Veronica Watson, Ph.D.
- History
Chair: Ingo Heidbrink, Ph.D.
- Diehn School of Music
Chair and Director: Nancy Klein, Ph.D.
Executive Director: Emily Ondracek-Peterson, Ph.D.
- Philosophy and Religious Studies
Chair: Nicole Willock, Ph.D.
- Political Science and Geography
Chair: Tom Allen, Ph.D.
- Sociology and Criminal Justice
Chair: Ruth Triplett, Ph.D.
- Women's and Gender Studies
Chair: Elizabeth Groeneveld, Ph.D.
- World Languages and Cultures
Chair: Liz Black, Ph.D.

Centers, Institutes, and Independent Programs

The College also contains numerous centers, institutes, and independent academic programs. These include:

- African American and African Studies
Director: Marvin Chiles, Ph.D.
- Gay Cultural Studies
Director: Cathleen Rhodes, M.A.
- Interdisciplinary Studies
Director: Virginia Tucker, Ph.D.
- Institute for Ethics and Public Affairs
Directors: Teresa Kouri-Kissel, Ph.D.; Dale E. Miller, Ph.D.
- Institute for Humanities
Director: Anne Muraoka, Ph.D.
- Institute for Jewish Studies and Interfaith Understanding
Director: Amy Milligan, Ph.D.
- Institute for the Study of Race and Ethnicity
Director: Marvin Chiles, Ph.D.
- Institute of Asian Studies
Director: Nicole Willock, Ph.D.
- Model United Nations
Director: Aaron Karp, M. Phil.
- Monarch Institute for Game Design and Development
Director: Kevin Moberly, Ph.D.
- Social Science Research Center
Director: Tancy Vandecar-Burdin, Ph.D.

Bylaws (Shared Governance and Committees)

The Dean of the College of Arts and Letters is the College's chief executive officer. The Dean may appoint associate and assistant deans and assign their titles and duties as required.

As part of its shared governance, faculty committees play an important role in the College's operation. Committees include at least one representative from each academic department, and in general department chairs are responsible for selecting which members of their department will serve on each committee. (Departments may have departmental service committees that make nominations or recommendations about selections to the department chair.) However, the *Faculty Handbook* contains specific guidance regarding the constitution of several committees (e.g., the Promotion and Tenure Committee and the Grade Appeals Committee). With the Dean's approval, smaller departments may choose not to be represented on certain committees to avoid overburdening faculty with service.

Committees elect their own chairs, except where noted below, and operate according to the latest edition of Robert's Rules of Order. Meetings are generally limited to committee members and invited guests, although individual committees (other than the Promotion and Tenure Committee) may choose to open specific meetings to the full College.

The Dean of the College may create ad hoc committees as necessary. The Dean or their delegate is an *ex officio* member of all college committees except for the Promotion and Tenure Committee.

Changes to the College's bylaws must be approved by a majority vote of the Council of Chairs, except when these changes are dictated by University policy.

No faculty member may chair multiple college committees simultaneously. It is expected that committee members report back non-confidential information to their respective departments, as appropriate.

Council of Chairs

The Council of Chairs includes the chairs of the College's academic departments. It is chaired by the Dean, and all Associate and Assistant Deans are *ex officio* members. The Council of Chairs is the principal advisory organization within the college. Its chief function shall be to make recommendations to the Dean in matters pertaining to the policies, programs, functions, and affairs of the college.

The Council includes the chairs of all academic departments. The Council of Chairs will annually elect a department chair as Vice-Chair, who will chair meetings in the Dean's absence. By a majority vote, the Council of Chairs may call a meeting of all full-time faculty in the College. (If any votes should be taken at a meeting of the full-time faculty, all full-time faculty members of the college will be voting members.)

Dean's Advisory Committee

The Dean's Advisory Committee serves as a dialogic forum which allows the Dean to hear the perspectives of a cross-section of the College's faculty, and vice versa. The committee includes a representative from each department. (Department chairs are not eligible to serve.) The Dean and all Associate and Assistant Deans are *ex officio* members, as are the chairs of all other college committees apart from the Council of Chairs. The committee meets as needed and at least three times per academic year. Meeting agenda items will be solicited from all members by the chair. Meeting agendas are then agreed between the committee chair and the Dean.

Grade Appeals Committee

The grade appeals committee serves as a pool of faculty members (and students) who can be called up to hear student grade appeals in cases in which either the chair or the Associate Dean finds that the grade assigned may reflect prejudice or caprice but the faculty member is unwilling to change it. According to the *Faculty Handbook* policy on grade appeals:

1. Each college will create a Grade Appeal Review Committee that has one representative from each department in the college and a list of potential student members. If an appeal is heard, the Dean will select two faculty members and one student from these lists.
2. Representatives must be full-time tenured or tenure-track faculty in an academic department elected by the department faculty. At least two committee members shall be tenured. No administrator, such as a Chief Departmental Advisor or Graduate Program Director, shall be eligible to serve on the committee.
3. Terms of service will be for two years. Members may be re-elected for an additional two-year term.
4. At the beginning of each academic year, each department in the college will submit a list of full-time students who are eligible and willing to serve on the committee. This list will be formulated each year. When needed, one student will serve on a review committee.
5. The committee will select its own chair and develop guidelines for the review process and procedures.
6. Two faculty members and one student selected from the names submitted by each department will review the appeal including documents from the student filing the appeal and the instructor of record. Neither the faculty members nor the student member shall be from the instructor's or student's department.
7. Both the instructor and the student will have the right to challenge, for valid cause, any or all of the members of the committee, and in that event replacements will be appointed and no further challenge will be permitted.

Graduate Studies Committee

The committee (i) serves as the curriculum committee for graduate programs, certificates, and courses; (ii) makes recommendations to the Dean regarding the certification/recertification of faculty members for graduate instruction; and (iii) serves as an advisory board to the Dean and Associate Dean for Graduate Studies on matters relating to graduate programs and instruction. Other responsibilities may be assigned as needed.

The committee includes the director of every master's and doctoral graduate program. Each department without a graduate program may also have a representative on the committee (appointed by the chair), who should be graduate certified.

The committee meets monthly from 1:30–2:30 on the third Wednesday of each month.

Internships and Career Development Committee

This committee is charged with sharing information and formulating best practices concerning student internships and professionalization/career development. Other responsibilities may be assigned as needed.

The committee includes a representative from each department, who should be someone tasked with work on these issues at the department level. Departments may choose to send more than one representative when appropriate, especially departments that include faculty from more than one discipline.

Promotion and Tenure Committee

The constitution and operation of the College Promotion and Tenure committee are described in the *Faculty Handbook* policies on Tenure, Promotion in Rank, and Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers. According to the Policy on Tenure:

The college committees shall consist of one tenured faculty member from each department in the college. All members of college promotion and tenure committees shall be elected directly by the faculties they represent for a one-year term renewable twice for a total of three years. This member shall be chosen by majority vote of all full-time, tenure-track teaching and research faculty members of the department, present and voting, by secret ballot before April 15 of each year for the ensuing year. Every reasonable effort should be made to ensure that there at least three full professors on the college committee. No person shall serve on a college promotion and tenure committee for more than three years consecutively but is eligible for reelection after an absence of at least one year.

Research and Publications Committee

The committee works together with the Dean's Office in the ranking of proposals for intramural research awards such as the Summer Research Fellowship Program. It also selects the Burgess Award Recipient. Other responsibilities may be assigned as needed.

The committee includes a representative from each department, who must be a research-active tenure-line faculty member. Committee members may not participate in selecting winners of awards for which they or their partners have applied or were nominated, but their departments may send substitute representatives.

Scholarship, Instruction, and Student Mentoring Committee

This committee selects the winners of scholarships, grants, honors, and awards for undergraduate students. It also selects the winners of three faculty awards: The Joel S. Lewis Award for Excellence in Student Mentoring, The Robert L. Stern Award for Excellence in Teaching, and The Distinguished Adjunct Teaching Award. Other responsibilities may be assigned as needed.

The committee includes a representative from each department. (At present, this committee meets only in the spring semester.)

Technology Committee

This committee works with ITS on issues concerning technology-related developments and the efficient/effective use of innovative technologies in the instructional, research, service, and administrative activities of the college. Other responsibilities may be assigned as needed.

The committee includes a representative from each department.

Undergraduate Curriculum Committee

The oversight committee addresses undergraduate curriculum, university bachelor's degree requirements, and the college distribution requirements. This committee ensures processes of curricular changes are appropriately followed. Other responsibilities may be assigned as needed.

The committee includes a representative from each department.

(Amended by the Council of Chairs on August 13, 2025.)

Internal College Deadlines

Research and Development Assignments

Internal College deadlines for complete applications (including the chair's letter) for research or development assignments. Applications should be sent to Ms. Barbara Saunders in the Dean's Office.

August 1 Applications for the spring semester of the same academic year.

December 1 Applications for the fall semester of the next same academic year.

Selection of External Reviewers for Tenure and Promotion Reviews

N.B. These internal College deadlines are earlier than the University deadlines. Because prospective reviewers can say yes to only a limited number of requests, it is imperative that we send requests as early as feasible. In addition, it's sometimes necessary to identify additional prospective reviewers, and since faculty committees are involved in this process we want to allow time for them to do this before they are off-contract.

For Faculty Members Seeking Tenure

4/8 Faculty member and department/school promotion and tenure committee identify potential external reviewers.

4/15 Department/school chair provides names of external reviewers to the dean.

For Faculty Seeking Tenure Mid-Year

11/1 Faculty member and department/school promotion and tenure committee identify potential external reviewers.

11/8 Department/school chair provides names of external reviewers to the Dean.

For Faculty Seeking Promotion in Rank to Professor

5/8 Faculty member and department/school promotion and tenure committee identify potential external reviewers.

5/15 Department/school chair provides the names of external reviewers to the Dean.

College of Arts & Letters Teaching and Research Faculty Workload Policy

§I. Preamble¹

Teaching and Research Faculty perform the activities that lie at the heart of a university's mission. At Old Dominion University, there is no university-wide faculty workload policy; rather, workload policies are specific to individual colleges. The College of Arts and Letters' workload policy must be transparent, easily understood, and readily accessible. It must maximize the efficient use of teaching, research, and service resources. It must also be flexible enough to recognize and allow for differences among disciplinary units. This document is intended to promote transparency, codify existing practice, introduce viable reforms that enhance faculty effectiveness, and guide department- and college-level decisions on academic faculty workload assignments that leverage the strengths of individual faculty members. If this policy conflicts with the *ODU Teaching and Research Faculty Handbook*, the *Faculty Handbook* takes precedence over the College policy.

The College of Arts and Letters Teaching and Research Faculty Workload Policy defines the proportion of time instructional faculty in various roles spend in direct contact with students, within boundary conditions defined by research and service obligations, and with reallocations to other activities permitted only under carefully specified circumstances. The policy is sufficiently flexible, however, to enable the faculty and administration to take advantage of special opportunities likely to facilitate and enhance the teaching, research, and/or service missions of the University.

This policy is designed to help standardize faculty members' activity in ways that promote rather than detract from their sense of autonomy and academic freedom. It is designed to allow faculty and Department Chairs to plan workload assignments year by year and to know in advance which combinations of assignments will be supported by the College and the University. Faculty should be able to use this policy in a self-regulating manner with an assurance of fair treatment. The College urges all departments and units to minimize workload distribution disparities wherever possible.

In any given year, faculty members on the same kind of contract or appointment type and at the same rank may have different assignments in terms of teaching, research, and service/administration. These differences in workload assignments, expectations, and responsibilities shall be recognized, valued, and respected at all levels during the review of faculty

¹ Parts of this preamble are based on George Mason University College of Education and Human Development's policy, p.1. The "four key values" are adapted from the GMU College of Humanities and Social Science's policies, pp. 3-5, in which they cite Bensimon and Witham 2016; Bozeman and Gaughan 2011; COACHE 2008; Misra, Lundquist, Dahlberg Holmes, and Agiomavritis 2001; O'Meara, Kuvaeva, and Nyunt 2017a, and O'Meara, Lennarts, and Kuvaeva 2019.

performance. In addition to the responsibilities stated in the College's policy, which the Chair will consider when negotiating workload assignments with individual faculty, the Chair should also consider program needs and the four key values listed below.

A. The College of Arts and Letters Teaching and Research Faculty Workload Policy is informed by four key values:

1. *Intradepartmental Fairness*: Insofar as possible, faculty work should be distributed fairly within departments and units to ensure that no faculty member is unfairly assigned to more time-consuming and/or less career-advancing duties than others who are similarly placed. The units within the College and the College itself have a responsibility to monitor and promote the fairness of faculty workloads.
2. *Agency*: Faculty workloads must allow for individual faculty agency and success in individual professional goals that also serve the mission of the institution.
3. *Transparency*: Faculty work must be made visible through clear and concise review processes. Performance expectations must be clear, and any significant increase in service must be made through a consultation between the faculty member and Chair and will subsequently be recognized in annual evaluations.
4. *Flexibility*: Faculty workloads require flexibility over time to ensure agency across careers and contexts and to enable realization of professional goals and recognition of changing commitments.

B. Definition of Terms

1. *Alternate Workload Assignments (AWA)*: Once referred to as "releases," these are specific work responsibilities that can replace either teaching or research responsibilities in a faculty member's load. AWAs are most associated with Leadership service roles. AWAs may be assigned for variable credits, depending on the work assigned.
2. *Research*: A catch-all term that in this document is meant to encompass all research, scholarly activity, or creative productivity of faculty members according to their discipline. Music and dance performances and art installations, for example, would be encompassed by the term "research," defined as "creative research" as is appropriate for their field.
3. *"Research-active" faculty*: These are tenured and tenure-track faculty who fulfill the expectations for faculty in research. In the College of Arts and Letters, this status is determined by continued graduate certification at Level I or Level II.

4. *Service*

- a. *Citizenship service*: The types of routine work duties that are required of faculty members (in addition to teaching and research) so that academic departments, the College, and the University can fulfill their missions. Some routine forms of service to academic disciplines and to the community might also count as citizenship service.
- b. *Leadership service*: The more intensive and demanding work responsibilities that are usually undertaken by only a few faculty members at any given time. Leadership service roles often (but not always) have titles while citizenship service roles usually do not.

5. *Load hours*: Units of allocation of time dedicated to work; one load hour does not equate to a sixty-minute clock hour.

6. *Teaching load* is recognized as a faculty member's mandated 24 load hours of tasks that are divided among teaching and Alternate Workload Assignments. See the *Teaching and Research Faculty Handbook* policy "Faculty Teaching Load" for more information.

7. *Workload*: The term "workload" is sometimes used narrowly so that it is synonymous with the 24 hours of "teaching load" per academic year for full-time faculty, while in other cases it is used more broadly to include the totality of faculty members' responsibilities. For the purposes of this document, and to align most closely with the spirit of the *Teaching and Research Faculty Handbook*, the broader sense is herein intended.

C. ODU *Teaching and Research Faculty Handbook* Authority

This College of Arts & Letters Teaching and Research Faculty Workload Policy is consistent with and builds upon the ODU *Teaching and Research Faculty Handbook's* policies on Faculty Teaching Load and Evaluation of Service. The three most generally applicable sections of those policies are:

1. *Faculty Handbook*, "Faculty Teaching Load" policy, §1:

"The standard teaching load at Old Dominion University is 24 load hours for the academic year. Each Chair will, in consultation with the faculty member, determine how the equivalent of that load is comprised for that faculty member in the department/school, after considering the goals and objectives developed by the faculty member and agreed to by the Chair as a part of the annual evaluation process. Such load should be apportioned among teaching, research, administration, and other significant responsibilities approved by the Chair. Responsibilities which the Chair should take into account include curriculum development, academic advising, supervision of theses and dissertations, supervision of student internships, service in professional organizations, and special community or university services. Copies of the workload apportionment will be provided to each faculty

member and forwarded to the Dean for approval each semester and to the Provost and Vice President for Academic Affairs for information.”

2. *Faculty Handbook*, “Faculty Teaching Load” policy, §6:

“A faculty member’s responsibility toward the university includes research and service in addition to teaching. Faculty members may not be assigned a teaching load beyond the standardized load hours per academic year described above without their consent. If the department and the faculty member request a teaching load beyond this limit, approval of such a request must be forwarded to the provost and vice president for academic affairs on the recommendation of the Chair and Dean.”

3. *Faculty Handbook*, “Evaluation of Service” policy, §2:

“The category of professional service is more difficult to define than teaching or research but deserves the same kind of rigorous evaluation and positive credit given to teaching and scholarly activities. ... Ideally, each faculty member should exercise their professional expertise in all three areas of department, college and University service, community engagement, and service to the discipline.”

D. Process for Revision

This policy is a “living document” that may be revised at any time by a majority vote in the Council of Chairs, subject to approval by the Dean of the College of Arts and Letters and by the Provost and Vice President for Academic Affairs. The Dean and Council of Chairs will review this policy no less frequently than every three years.

§II. Arts & Letters Faculty Workloads: Tenured and Tenure-Track Faculty (Assistant, Associate, and Full Professors)

A. General Workload Principles

1. All tenure-line faculty (tenured and tenure-track assistant, associate, and full professors) are expected to engage annually in all three workload categories, i.e., teaching, research, and service.
2. The current standard workload for Arts and Letters tenure-line faculty includes 9 load hours of teaching per semester (Fall and Spring only), which for most faculty means three 3-credit courses, one 3-credit hour AWA to allow the faculty member to devote time to research, and an appropriate share of citizenship service. This is what is commonly referred to as a 3:3 teaching load.
3. Tenure-line faculty with a standard workload will typically devote roughly 65% of their total effort during the semester to teaching, with the rest divided between research and citizenship service. Tenure-track faculty members might expect to devote

roughly 25-30% of their total effort during the semester to research and roughly 5-10% to citizenship service, whereas tenured faculty might typically expect to devote 20-25% to research and 10-15% to citizenship service. The higher proportion of time allotted to citizenship service for tenured faculty acknowledges that tenured faculty are expected to do more departmental, college, and institutional service (including leadership roles), as well as more service to their disciplines. Given the nature of academic work, where the demands vary from week to week, it is not possible to translate these rough percentages—which are meant as guides—into clock hours.

4. The standard workload allocation may be modified via AWAs in consultation with a faculty member's Department Chair. Additional changes to a faculty member's teaching schedule or workload may arise due to last-minute scheduling issues. A faculty member may not refuse a change to their schedule, provided they have the disciplinary expertise to teach the assigned courses. This does not apply to the acceptance of overload, unbalanced load, or summer teaching, which is fully within the faculty member's purview. All faculty schedules are subject to approval by the college Dean (or designee).
5. There are various university policies that can affect workload, such as FMLA, parental leave, and phased retirement, among others. Faculty members should consult with ODU human resources representatives or the *Teaching and Research Faculty Handbook* for more information.
6. If faculty members have concerns about their workload, including service assignments, that they are unable to resolve with their Department Chair, they may raise these concerns with the Dean (who may refer them to an Associate Dean).

B. Teaching

1. Teaching includes class preparation, in-class time, grading, and office hours, among other duties.
2. Tenured and tenure-track faculty (when not on research/faculty development assignment or fellowship) are expected to teach a minimum of one course per academic year regardless of service/administrative AWAs or grant-related purchased release time (PRT). (This does not apply to faculty in full-time administrative roles, e.g. the Dean or Associate Deans). In all instances, purchased release time must be used according to University policy.
3. Teaching-related AWAs. The College currently adjusts faculty teaching loads in certain situations:
 - a. AWAs for doctoral teaching. These vary by departments with doctoral programs, are the legacies of past workload practices, and represent different starting points for workload calculations. Current practices are:

- i. Graduate Program in International Studies: One 3-credit AWA annually if teaching doctoral courses; must teach at least one doctoral course every three semesters to be eligible for annual AWA.
 - ii. Sociology and Criminal Justice: One 3-credit AWA annually when teaching doctoral courses.
 - iii. English Department: All full-time, research-active faculty receive one 3-credit AWA annually.
 - iv. Women's and Gender Studies Department: One 3-credit AWA annually if teaching a doctoral course.
- b. AWAs for PhD dissertation and master's thesis supervision: One 3-credit AWA for every two PhD dissertations, 4 MFA theses, five M.A. or M.M.E. theses successfully defended. Five completed master's portfolio supervisions can be substituted for one master's thesis.
 - i. AWAs earned through dissertation or thesis supervision must ordinarily be used within two years of the defense of the latest thesis or dissertation that is being counted. An exception may be made in the case of a faculty member who has been requested to defer an AWA by their Department Chair or the Dean for the convenience of the University. Exceptions for any other reason must be approved by the A&L Associate Dean for Research, Graduate Studies, and Faculty Affairs. All exceptions must be documented in writing.
 - ii. Faculty members are responsible for reporting completed thesis/dissertations in the Faculty Information Sheet that is part of annual reappointment evaluations. Department Chairs are responsible for establishing and maintaining a log of departmental completions.
 - iii. Requests for the redemption of AWAs earned through dissertation or thesis supervision must be filed with the Department Chair and the A&L Associate Dean for Research, Graduate Studies, and Faculty Affairs by June 1 for the following spring semester, and January 1 for the following fall semester.²
- c. Studio Art teaching. All full-time, research-active faculty receive one 3-credit AWA annually for teaching Studio Art classes due to higher contact hours.
- d. Music: See Appendix A for more information on faculty workload in the F. Ludwig Diehn School of Music.
- e. Dance: See Appendix B for more information on faculty workload in Dance.
- f. See the Department of Communication and Theatre Arts' Departmental Service Standards documents for discipline-specific AWAs assigned for production-related roles in theatre, dance, and film.

² Any AWAs earned through dissertation and thesis supervision prior to the implementation of this workload policy must be reported by faculty in their annual evaluation portfolio (FIS) during the first year in which the policy is in effect. Once verified by the Office of the Dean, these tallies will be the official record. Chairs and faculty members must then establish a plan for the redemption of these banked AWAs, according to department needs and the ability to release faculty from teaching. Note: AWAs earned prior to 2015 will not be eligible for redemption.

4. Larger classes and faculty load: In certain disciplines, classes that count for double faculty load may be possible. Chairs must first approve a proposed doubled class, and a faculty member must then agree to teach it. See the chart below for class minimums and maximums for doubled classes, which are the same for online and in-person classes.

For a class to count as a _____ section	Minimum number of seats available	Minimum number of students who should be enrolled one week before the start of classes
Double	75	60

Any requests for additional workload credit due to an increased class size beyond a doubled class must first be approved by the Chair and Dean (or designee) and can only be offered when a large class can be assured of filling. Class maximums and minimums for classes larger than a doubled class would be agreed to by the Chair and the faculty member and approved by the Dean or designee.

5. Team Teaching

The College of Arts and Letters values team teaching, i.e., different ways in which faculty members may co-teach a class. What might be called “modular” team teaching involves two or more faculty members each teaching independently during different portions of the term, e.g., doing the instruction and grading for different units. “Collaborative” team teaching, in contrast, involves two or more faculty members who are engaged with the class for the entire term, even if one has primary responsibility for a given lecture or activity. According to the *Teaching and Research Faculty Handbook* policy on Faculty Teaching Load, “It is typically necessary for one member of the faculty team to be designated as course director for the semester to coordinate such course administrative activities as recording, completing, and submitting grades.” Faculty wishing to propose a team-taught course should complete an A&L Proposal to Offer a Team-Taught Course Form and submit it to both Department Chairs for consideration at least one semester in advance. Workload equivalencies will be determined by the Department Chairs and approved by the Dean or designee, but generally workload will be split between faculty members according to their percentage contribution (generally 50/50). Situations in which one faculty member must take over a course from another who is unable to teach or resigns are not considered team teaching and do not fall under this policy.

C. Research

1. To define research expectations for research-active faculty, each department must delineate the specific kinds of activities and products that are considered research for the disciplines/programs in the department. These formal research expectations should address the quantity and quality of these activities that are expected annually, as well as expectations for tenure and promotion. These statements must be approved by a

majority of the tenured faculty in the departments, as well as the college Dean and the Provost.

2. Research-related AWAs

- a. Teaching reduction for research-active faculty: The standard load for all faculty is 4:4 (24 workload units per year). The long-standing College practice is a 3-credit hour AWA per semester for research-active tenure line faculty to allow them to devote time to research. At present, the College operationalizes being research active in terms of maintaining Level I or Level II graduate certification. For this reason, if a tenured faculty member loses graduate certification, they will be assigned an increased teaching load.
- b. Budget permitting, new tenure track faculty hired at the Assistant Professor level are accorded additional AWAs for research in the form of three, 3-credit hour AWAs that must be used in the first three years of employment at ODU; exceptions to this timeline can be granted with the permission of the Chair and Dean.
- c. Grant-funded research time or fellowships.
- d. Various University and College programs allow faculty to teach one or more fewer courses to write grants or conduct research, e.g., research assignments (“research leaves”), among other programs.

D. Service

1. A faculty’s member’s total workload includes a share of necessary citizenship service.
2. Full-time faculty are expected to undertake some service activities every year, although it is not necessary to complete service at all levels (i.e., department, College, University, community engagement, and/or service to the discipline.)
3. Each department will develop its own Departmental Service Standards document. These Standards outline the schedule and definition of service expectations necessary to maintain the good functioning of the department. Chairs, in consultation with the faculty, will distribute duties among all full-time faculty members.
4. Departmental Service Standards will be completed and approved by a majority vote of all full-time departmental faculty. Departmental Service Standards must be reviewed every five years by the department and submitted to the Dean for approval. Once fully implemented, these Standards will be used in annual and in-depth performance, tenure, and promotion reviews of Teaching and Research faculty.³

³ All Arts and Letters departments will be required to submit their Departmental Service Standards to the Dean no later than three months after this workload policy goes into effect. Once they are approved by the Dean and Provost, the Departmental Service Standards will be in effect immediately for all full-time faculty in that department, but shall not be considered for evaluation, tenure, or promotion reviews until the following evaluation cycle.

5. This policy distinguishes between citizenship service and leadership service. Citizenship service comprises the sorts of routine work and ad hoc needs that are regularly required of faculty members for departments, the College, and the University to fulfill their missions. Leadership service comprises more intensive and demanding responsibilities that are usually undertaken by only a few faculty members at any given time. Leadership service roles often have titles while citizenship service roles usually do not.
6. While it is not within the scope of this document to delineate all the service activities that faculty might engage in, examples of both types of service include but are not limited to:

	Citizenship Service	Leadership Service
Service to Department	Attending department meetings Serving on or chairing departmental committees Serving on Faculty Senate Serving on search committees	Department Chair or Associate Chair Graduate Program Director Chief Departmental Advisor
Service to College	Serving on or chairing College committees	Director of an interdisciplinary academic program
Service to University	Serving on or chairing University Committees	Chair of Faculty Senate
Community Engagement/ Recruitment	Organizing events open to the public or within the department	Directing an institute or other unit with a significant community engagement mission, e.g., Institute for Jewish Studies and Interfaith Understanding
Service to Discipline	Serving as a peer reviewer Serving as an editorial board member	Journal Editor President or other high-ranking officer of a national or

		international professional association
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7. Chairs, in consultation with the Dean when appropriate, are primarily responsible for ensuring that citizenship service responsibilities are fairly shared by department members.
8. Chairs should take faculty rank into account when assigning service; faculty on the tenure track should have a lighter load than tenured faculty, and whenever possible, any role that might involve controversy should be reserved for faculty with tenure. However, faculty on the tenure track should not be unduly excused or shielded from citizenship service.
9. Chairs should take faculty service preferences into account when possible. The final authority for assigning service assignments rests with the Chair. Departments may have committee processes that recommend assignments to the Chair.
10. While the amount of time that citizenship service activities take will never be exactly equal across all faculty members in a department, those who are making especially large contributions each year may merit being evaluated as exceeding service expectations in annual performance evaluations. This will be especially prevalent in smaller departments.

11. Service-related AWAs

- a. When faculty members accept service or administrative leadership service roles, their load hours in either teaching or research may be reduced, as agreed to by the faculty member, Chair, and Dean, when the time commitment makes a reduction appropriate. These service or administrative roles can be held by tenured or untenured faculty at the discretion of the Chair. Duties for compensated administrative positions can be found in the *Teaching and Research Faculty Handbook*.
- b. AWAs for leadership service roles in the College of Arts and Letters can vary by department/program size, mission, or complexity. These roles, and their corresponding AWAs, must be included in Departmental Service Standards.
- c. Some departments also allocate stipends to some leadership service roles. Careful consideration must be given to make sure that total compensation for work, either through time or money, is appropriate.

- d. While faculty are encouraged to hold leadership positions in their disciplines (e.g., serving as officers in professional organizations or journal editors), only in exceptional circumstances will they receive AWAs to allow them to reduce their teaching to hold these roles.
- e. Private professional work and other employment/work out of the institution is not considered for workload reassignment (See *Teaching and Research Faculty Handbook* policy on “Outside Employment”).
- f. Chairs have the discretion to recommend ad-hoc AWAs to complete significant departmental projects; the equivalent workload hours for these projects must be in line with the time commitment for these projects and approved by the Dean. In all but the most unusual circumstances, these AWAs should not exceed three load hours/semester.
- g. Some faculty members may be initially hired into leadership service roles that involve AWAs. In these cases, assuming satisfactory performance, the College will not revise the AWAs associated with these roles except when this is dictated by a material change in circumstances, e.g., a reduction in the amount of time that the role requires. Note that faculty hired into a leadership service role may not be entitled to give up that role while retaining their faculty position, if that role was part of their initial job duties.

§III. Arts and Letters Faculty Workload: Non-Tenure-Track Faculty (Lecturers, Senior Lecturers, Master Lecturers, Visiting Assistant Professors, and Instructors)

Much of the material in §IIB and §IID on Teaching and Service applies to non-tenure-track faculty as well. The following additional points pertain specifically to non-tenure-track faculty.

- A. Non-tenure-track faculty members have a predominantly instructional role but are also expected to participate in service activities as described in the *Teaching and Research Faculty Handbook*.
- B. The standard workload for non-tenure-track faculty members is 12 load hours of teaching per semester (Fall and Spring only) and a level of citizenship service approximately equivalent to that required from assistant professors, in consultation with the Chair. This correlates to roughly 90% of their total effort during the semester being devoted to teaching and 10% to citizenship service. Departmental Service Standards will outline service expectations for non-tenure track faculty members in greater detail.
- C. There are no research requirements for Lecturers, Senior Lecturers, Master Lecturers, Instructors, or Visiting Assistant Professors as part of their expected

workload. While faculty members in these ranks may teach graduate courses if they are graduate certified, they cannot be required to maintain graduate certification and therefore will not receive AWAs to conduct research or advise graduate students.

- D. However, Lecturers and Senior Lecturers should be mindful that promotion in rank to Senior Lecturer or Master Lecturer requires demonstrated expertise in the field and evidence of continued development and study in the field, as per the *Teaching and Research Faculty Handbook*. (While conducting research might be one way of demonstrating continued study and development, there are many others.)
- E. Chairs have the discretion to recommend AWAs to non-tenure-track faculty for leadership service responsibilities. Such assignments are subject to approval by the Dean (or designee). AWAs must be in line with Departmental Service Standards.

§IV. Exceptions to standard workloads

See section §II.B.3.b for graduate dissertation, thesis, and portfolio supervision compensation.

B. Course Minimums

1. This policy recognizes that lower enrolled classes are often necessary in disciplines with skills-based constraints (e.g., Art, Music, Languages, Dance, intensive writing, etc). These may be allowed to run as a regular teaching load (regardless of class enrollment) with the permission of the Chair and Dean (or designee).
2. Course minimum caps are set by Academic Affairs. Exceptions to the minimums will be made on a case-by-case basis in consultation with the appropriate Chair and the Arts and Letters Associate Dean for Undergraduate Studies and Administration (undergraduate classes) or the Associate Dean for Graduate Studies (graduate classes).

C. Overloads and Independent Studies

1. In the College of Arts and Letters, teaching overloads are discouraged. However, overloads can be assigned in situations in which there is no alternative, i.e., a class has no instructor but must run due to program requirements or University needs.
2. All classes (graduate and undergraduate) taught on overload are compensated using the Faculty Compensation Calculator.
3. All overload teaching involving compensation must be approved by the Chair and Dean (or designee).

4. A maximum of one overload course may be taught in any given regular academic semester by an individual faculty member. Exceptions must be approved by the Dean (or designee).
5. Faculty may not take a teaching overload if the rest of their load that semester is comprised of AWAs.
6. The Faculty Compensation Calculator will be used to compensate faculty for teaching classes offered as independent studies at either the undergraduate or graduate levels. Independent studies must be approved by the Chair and do not count as regular teaching load. Independent studies will be funded by Academic Affairs.

D. Variable Term Length Teaching Loads and Unbalanced Teaching Loads

1. Faculty loads may be distributed and satisfied across 8- and 15-week terms within a single semester.
2. Unbalanced teaching loads (for example, teaching four classes in the fall and two in the spring for tenure-line faculty or five in the fall and three in the spring for non-tenure-track faculty) may be possible under exceptional circumstances with the approval of the Chair and Dean (or designee).

E. Internship, Practicum, and Co-op Supervision

1. During Fall and Spring semesters, and depending on the number of students supervised, faculty may choose to receive credit toward their teaching load for internships, practicum, and co-op supervisions OR an overload payment using the Faculty Compensation Calculator (but not both).
2. The Faculty Compensation Calculator will be used to compensate faculty supervising up to 12 internship students in a single regular semester (fall/ spring).
3. An internship supervisor with 12 or more students enrolled in either credit or non-credit bearing internships in fall or spring semesters, may choose to count this supervision as equivalent to 3 workload hours with the approval of the Chair. An internship class can exceed 12 students without additional compensation, but it may qualify as a double class if it meets the minimum enrollment criteria specified in Section §II.b.4.
4. Compensation for internship supervision during summer terms will also use the Faculty Compensation Calculator.

Finalized December 4, 2025; Initial full implementation July 25, 2026

Appendix A

Teaching and Research Faculty Workload in the Diehn School of Music

As with other disciplines, the default credit hour to faculty workload hour ratio is 1:1. Thus, a 3-credit class is by default equal to 3 faculty workload hours. There are exceptions to this equivalency, however, in the applied music classes (including lessons and ensembles). These exceptional equivalencies appear in the charts below.

Music courses with non-standard credit hour/ faculty workload equivalency			Faculty Load
Prefix= MUSC	Course Credits	Contact Hours	Workload assigned
101 Beginning Piano Class	1	2	2
102 Beginning Piano Class	1	2	2
130 Functional Piano Skills	1	2	2
150 Freshman Seminar for Music Students	1	2	2
*MUSE 151 Freshman Seminar II for Music Ed Students	1	2	2
160 Music and Ideas	1	2	2

221 Music Theory 1	2	3	3
222 Music Theory 2	2	3	3
223 Aural Skills 1	1	2	2
224 Aural Skills 2	1	2	2
266 Music in World Cultures	1	2	2
301 Music Ed: Trumpet	1	2	2
302 Music Ed: Low Brass Class	1	2	2
303 Music Ed: Clarinet and Oboe Class	1	2	2
304 Music Ed: Woodwind Class	1	2	2
305 Music Ed: Upper Strings	1	2	2
306 Music Ed: Low Strings	1	2	2
307 Music Ed: Percussion Class I	1	2	2
309 Principles of Conducting	1	2	2
310 Music Ed: Percussion Class II	1	2	2
323 Aural Skills 3	1	2	2
324 Advanced Aural Skills - Tonal and Beyond	1	2	2
346 Diction for Singers	1	2	2
370 Jazz Combo	1	2	2
371+ Percussion Ensemble	1	3	3
371+ Opera Workshop	1	4	4
371+ New Music Ensemble	1	2	2
380 Symphonic Band	1	2	2
371+ Cello Choir	1	1.5	1.5
376+ Diehn Chorale	0	2	2
381+ Concert Choir	1	3	3
382+ Wind Ensemble	1	3	3
383+ Symphony Orchestra	1	3	3
384+ Jazz Orchestra	1	3	3
386+ Jazz Choir	1	3	3
388+ Madrigal Choir	1	3	3
389+ Brass Choir	1	3	3
391+ Commercial Music Ensemble	1	2	2

Applied Lessons (MUSA prefixes)

Workload Equivalencies for Applied Music Lessons

Prefix= MUSA	Course Credits	Contact Hours	Workload assigned
139, 140, 239, 240 Applied Lesson- Half Hour	1	30 min	.25

141,142 -441,442 Applied Lesson Music Ed 1 Hour	2	1	.5
151,152 – 451,452 Applied Lesson Performance	3	1	1

Appendix B

Dance courses with non-standard credit hour/ faculty workload equivalency

Course Title	Course Credits	Contact Hours	Workload Assigned
DANC 201 Ballet Technique 1	2	4	3
DANC 211 Modern Dance Technique 1	2	4	3
DANC 235 Yoga	2	3	3
DANC 302 Ballet Technique 2	2	4	3
DANC 303 Ballet Technique 3	2	4	3
DANC 312 Modern Dance Technique 2	2	4	3
DANC 313 Modern Dance Technique 3	2	4	3
DANC 321 Jazz Dance 1	1	2	1.5
DANC 322 Jazz Dance 2	1	2	1.5
DANC 341 Pilates Equipment Lab 1	2	4	3
DANC 342 Pilates Equipment Lab 2	2	4	3
DANC 361 Hip Hop Dance & Culture 1	2	4	3
DANC 362 Hip Hop Dance & Culture 2	2	4	3
DANC 373/374/473/474 Production/Performance Lab (XLIST)	1	2	1.5
DANC 404 Ballet Technique 4	2	4	3

DANC 414 Modern Dance Technique 4	2	4	3
DANC 463 Hip Hop Dance & Culture 3	2	4	3
DANC 464 Hip Hop Dance & Culture 4	2	4	3

College of Arts and Letters Chair Appointment Process

Chairs' Terms and Bridge Contracts

Department Chairs in the College of Arts and Letters will receive twelve-month contracts. After 7/24/23, the first year of new Arts and Letters Chair contracts will begin on 7/25. However, to align the three-year Chair contract term with the fiscal year/ payroll calendar, the following schedule will be used:

Year 1 of Chair Contract: 7/25-6/9

Year 2 of Chair contract: 6/10-6/9

Year 3 of Chair contract: 6/10-6/9 with an automatic bridge contract for 6/10- 7/24

If a Chair continues for a second (or third) term, this schedule will repeat.

Aligning the start date for new Chair appointments with the appointment start date for regular, 10-month faculty will ensure that no Chair at the end of their term will find themselves without pay for 6-7 weeks, because they will automatically get a bridge contract through 7/24, and will also ensure that departmental operations are continuing throughout the summer.

Leave Payouts

Chairs on twelve-month contracts will accrue annual leave in accordance with the Board of Visitors' Policy 1491. According to this policy, "Upon separation, faculty members covered by this policy will receive a lump sum payment of unused annual leave up to 15 days (120 hours). Faculty members can expect to receive the leave payout on the pay date subsequent to their last regular paycheck."

The intent of this policy is to provide a leave payout to faculty on twelve-month contracts who separate from the University (either through retirement or leaving for a different position). In the very recent past, there have been some cases of faculty on twelve-month contracts across the university receiving a payment for unused leave when they returned to a ten-month contract after serving as Chair without separating from the university. As of July 25, 2023, this recent practice will not continue in Arts and Letters, as this was not the intention of the original policy. Chairs are encouraged to use their annual leave to schedule breaks away from work, including those breaks taken during Fall, Winter, or Spring break (i.e., those times when the University is open, but classes are not meeting, and for which 10-month faculty do not have to submit leave).

Named Chair/Professorship Appointment and Reappointment Process

This document is provided to clarify the procedures that govern the evaluation and reappointment of Named Chairs and Professors in the College of Arts and Letters. It is additional guidance beyond the Faculty Handbook.

Purpose

The purpose of appointing a Named Chair/Professorship is to attract, reward, retain, and support the endeavors of distinguished faculty members who will provide scholarship, teaching, and leadership that significantly enriches their department, the College, and the University.

Terms

Per the Faculty Handbook, appointments and reappointments shall be for a period of five years.

Qualifications

Per the Faculty Handbook, a Named Chair must be “a full professor who has demonstrated sustained excellence in research and teaching and will significantly contribute to the University. The holder of a named chair is a person of national stature.” Similarly, a Named Professor must be “an Old Dominion University faculty member who has exhibited sustained excellence in teaching and/or research as well as a continuing, exemplary commitment to the University.”

Expectations

A Named Chair/Professor is expected to operate within their department(s) as a regular faculty member. In addition to continuing to maintaining the qualifications specified in the Faculty Handbook, Named Chairs and Professors may have more specific expectations for research, teaching, and service established by the MOUs through which their positions were created or set by the Dean. In some cases, these expectations may include teaching or service for units outside of the department. These expectations, which may evolve, will be detailed in an appointment/reappointment document by the Dean.

Appointment Process

The appointment process will follow the Faculty Handbook guidelines for Named Chairs or Named Professors.

Annual Reporting

All Named Chairs/Professors shall yearly submit a report to their Department Chair, by February 1, as a supplement to their Annual Evaluation for Tenured Faculty process. This report shall include an overview of major accomplishments from the previous year and a brief statement of how they relate to the evaluation criteria in the appointment document. The report should also include a summary accounting of endowment fund expenses in general categories (personnel [faculty, staff, students], supplies, travel, etc.) for the previous fiscal year and a similarly broken-down projected budget for the current fiscal year.

Use of Funds

Since “The purpose of appointing a Named Chair/Professor is to attract, reward, retain, and support the scholarly endeavors of distinguished faculty,” endowment funds can be used both to “reward” the recipient via increased compensation—i.e., salary enhancements or stipends—and to “support” the recipient through covering expenses associated with their programmatic and scholarly pursuits. (Effective FY24, any additional compensation for newly appointed Named Chairs/Professors will come in the form of a stipend rather than an increased base salary. Stipends are not included in salary increases.) The allocation of funds between these uses, and the disposition of funds not expended by the end of the fiscal year, will be determined by the MOU/gift agreement through which their position was created and the Dean of the College. The Dean reserves the right, within the scope of the endowment MOU/gift agreement and the most recent appointment/reappointment document, to determine whether the allocations are an appropriate use of the resources and may reallocate funds following discussion with the incumbent and Departmental Chair.

Evaluation Criteria for Reappointment

The evaluation criteria as laid out in the appointment/reappointment document from the Dean exist to: (1) communicate the performance expectations to the named chair/professor, and (2) inform any external reviewer or review committee of the standards to be used in evaluating performance.

The dossier comprising renewal documentation must include a statement detailing how the evaluation criteria were met, a comprehensive accounting of how endowment funds were used to enhance the academic and research enterprise, an updated curriculum vitae, annual review letters from the Department Chair and Dean, student opinion surveys from at least the fall and spring semesters for the last five years, grade distributions from at least the fall and spring semesters for the last five years, and teaching portfolio review letters if available.

Timeline for Five-Year Review and Reappointments

- April 1 Current Named Chairs/Professors scheduled for review are notified to prepare a dossier. If the expectations of the Named Chair or Professorship include teaching or service for units outside of the department, then the Department Chair should also request letters from the Chairs/Directors of those units

appraising the Named Chair's/Professor's contributions.

Sep 1 Dossiers are to be submitted to the Department Chair, along with the appointment document setting out the expectations for the position and any letters from Chairs/Directors of other units.

Oct 1 Chair completes review of dossier for reappointment and forwards a report, with recommendations, to Dean, along with all materials (including the dossier and all letters). The Chair's report may be incorporated into the annual review letter.

The dean contacts the Named Professor/Chair, the Department Chair, and where applicable the Chairs/Directors of other units to ask whether they wish to meet to discuss revising the expectations of the Named Chair/Professorship for the next five-year period. If any do, or if the Dean wishes to discuss revisions, the Dean schedules a meeting in March. Any revisions must be consistent with the original MOU/gift agreement through which the named position was created.

Nov 1 Dean completes review of dossier for reappointment and transmits a decision on reappointment to the Named Chair/Professor and Department Chair. If the Dean's decision is to reappoint, the Dean also transmits a new reappointment document which sets out expectations for the Named Chair/Professor for the next five years. If the Dean does not reappoint, the Named Chair/Professor may appeal to the Provost within 14 calendar days. The decision of the Provost is final.

* If the Department Chair is a Named Chair/Professor undergoing a five-year review, chair responsibilities for the review will be delegated by the Dean to another Named Chair or Professor in the College, a full professor in the department, or the Chair of another department in the College.

Non-Reappointment, Resignation and Termination

Upon the non-reappointment, resignation, or termination of a Named Chair/Professor, any contributions to the Named Chair's/Professor salary will be discontinued, and any funds remaining in Named Chair's/Professor's account will be unavailable to the incumbent. Faculty incumbents who retire while serving in a named position vacate that position on the date of retirement.

Existing Named Chairs/Professorships

Named Chairs/Professorships created prior to the effective date of this policy shall be subject to this policy only insofar as this policy is consistent with the prior MOU/gift agreement. In all other respects, the applicable prior MOU/gift agreements shall govern those positions.

Approved by the Provost on March 14, 2024

College of Arts and Letters Research Subsidies

Tenure-track and tenured members of the College of Arts and Letters may apply for funds from the College to support their research (including creative activity for faculty in the arts). The intended purpose of this program is to offer support in cases in which the research will not be conducted or published without additional funding. Funding is limited and applications will be considered on a rolling basis.

Who is eligible?

Subsidies are restricted to research-active tenured and tenure-track members of the College of Arts and Letters. A faculty member may not receive a subsidy in two consecutive (fiscal) years.

What Expenses Can Be Funded?

The subsidies may be used for

- Travel, material, or assistance necessary to conduct research, e.g., travel to an archive, paying a student hourly to provide assistance, equipment (maximum \$1,000). N.B. Any equipment purchased with an award from this program is the property of Old Dominion University.
- Book subventions (50%, up to a maximum \$1,000 award for a \$2,000 subvention) or article processing charges (50%, up to a maximum \$300 award for a \$600 APC) required by reputable publishers when these are necessary for publication. Funds may not be used to pay for indexing, editorial assistance, or making publications “open access.”
- Shipping art to juried or invitational exhibitions at the state, regional, national, or international level; participating in reviewed theatrical, musical, or dance performances at the state, regional, national, or international level; costs associated with recording performances for distribution (maximum \$1,000).
- Subsidies will be given to support travel to present research at domestic or international conferences only in cases in which the applicant is able to demonstrate that presenting the work at this conference is a prerequisite for it to be published (maximum \$500).
- Proposals for other research-related expenses not mentioned above will also be considered on a case-by-case basis (maximum \$1,000).
- Because the College will be drawing on its discretionary funds with the Research Foundation to offer these awards, award must be used in ways that are permissible according to their [policies and procedures](#), in addition to satisfying the other requirements set out here.

What are the criteria?

- As noted above, these funding awards are intended for cases in which important projects cannot be completed or published without additional funding. The rationale should make clear why this funding is critical.

- The awards will be used only to support research and creative activity that is likely to have a “high impact,” materially enhancing the faculty member’s career and the College’s research profile.
- Priority will be given to projects with the potential for future extramural funding.
- Where feasible, departments are expected to contribute toward expenses. Departments and faculty with their own ODURF discretionary funds should at least match the award being sought from the College.

What is the Process?

- Proposals for subsidies should be sent by email as a single PDF to the Associate Dean for Research, Graduate Studies, and Faculty Affairs.
- Proposals should contain the College of Arts and Letters Research Subsidy Application Form, a narrative explaining how the subsidy will be used and the rationale for how it will be awarded (2 page maximum, 12-point font, double spaced), and a condensed CV (3 page maximum). When appropriate, supplementary documents may be added as appendices.
- The PDF should be named using the format CALRS_Fiscal Year_Last Name_First Name, e.g., CALRS_24_Delbrugge_Laura. (Remember that fiscal years run from July 1st to June 30th and that FY24 is the fiscal year that *ends* in 2024.)
- While funding decisions will usually be made by the Dean or their designee in the Dean’s Office, the College Research and Publication Committee may sometimes be consulted, especially in the case of novel proposals.
- Faculty should include a description of the work that was performed using the subsidy in their next annual review.
- Publications that emerge from research supported by a subsidy should include an acknowledgment of the support of the College of Arts and Letters.

College Awards

The College recognizes faculty, staff, and students with annual awards. Calls for nominations generally come out early in the spring semester; winners are announced at the College awards ceremony at the end of this semester. Previous winners of the awards are listed on the College webpage. Their names are also on plaques in BAL 9024, the Burgess Room. The University offers numerous awards that are not listed here.

The Charles O. and Elizabeth C. Burgess Award for Faculty Research and Creativity

The Burgess Award recognizes consistent, high-quality achievement in scholarly or artistic endeavors over a period of years (rather than for a single work). The recipient will have a demonstrably national or international reputation as indicated by recognized experts in the appropriate field. The selection committee will give special consideration to work that results in creative thinking on the nature of assumptions in a given discipline; that represents creative interdisciplinary study; or that creates new forms of visual or performing art. The committee also will give special consideration to those faculty who have been at the University for a significant period of time. No person may receive the award more than once.

The Robert L. Stern Award for Excellence in Teaching

The Stern Award recognizes excellence in teaching among the College's full-time faculty, including both tenure-line and non-tenure-track faculty.

The Distinguished Adjunct Teaching Award

The Distinguished Adjunct Award recognizes excellence in teaching among the College's part-time faculty.

The Sue Doviak Graduate Teaching Award in Liberal Arts

Named in memory of a faculty member who taught in the department of Mathematics and Statistics but who valued the liberal arts, the Sue Doviak Graduate Student Teaching Award in Liberal Arts is presented to a current graduate student who has demonstrated exceptional classroom instruction for the college. The recipient must be an enthusiastic role model who is passionate about teaching, and like Sue Doviak, is kind, and willing to help struggling students who have a sincere desire to learn a particular subject.

The Joel S. Lewis Faculty Award for Excellence in Student Mentoring

The Lewis Award is given annually to a full-time faculty member in the College of Arts & Letters who most successfully mentors students as they plan for life after college. The mentoring may include preparing students for future graduate or professional school study, or for employment in a relevant career.

Staff Member of the Year Award

The purpose of the award is to show appreciation to an employee who has given exceptional service to students, faculty, and/or staff in the College of Arts & Letters. This exceptional service might have improved customer service, avoided complaints, saved money, or created better ways to accomplish difficult tasks.

Janet Katz Award for Outstanding Service to the College of Arts & Letters

The Katz Award highlights outstanding service to the College of Arts and Letters. Recipients have helped to carry out the mission of the College without regard for recognition or reward. They also embody the principles of collegiality and civility. This award can be given to acknowledge an exceptional accomplishment or to honor someone for constant and steadfast dedication to the College. This is the only award for which there is no nomination process, with recipients being selected directly by the dean.

Uses of Start-Up Money

The primary purpose of start-up funds is to support the research and creative activities of tenure-track faculty members. Acceptable uses of this money include travel to conduct or present research, article processing charges, book subventions, technology that will be used to conduct research, books or other research materials, art supplies, and fees to ship art to exhibitions. A limited portion of the funds—no more than \$500 per year—may be used to purchase furniture for the faculty member’s office. Any technology or furniture purchased with these funds is University property and must be returned should the faculty member leave their position.

Faculty Evaluation Categories

In all faculty evaluation letters, including annual reviews, pre-tenure reviews, and promotion and tenure reviews, faculty will be evaluated separately in each performance area: teaching, service, and (for tenure-line faculty) research/creative activity. They will receive one of three evaluations in each area. These are effectively “Exceeded Expectations,” “Met Expectations,” and “Did Not Meet Expectations,” although the wording may vary slightly depending on the nature of the letter. For instance, a pre-tenure review letter might be in the present rather than the past tense, and a tenure letter might describe a candidate who has exceeded expectations in an area as “pre-eminent” to mirror the language in the Faculty Handbook policy on “Academic Rank and Criteria for Ranks.”

No formal overall evaluation in these terms is necessary in annual review letters. This policy applies to letters written by faculty committees at the departmental and College levels as well as to letters written by Chairs and the Dean.

Departmental Policies

Per the *Faculty Handbook*, departments are required to maintain statements of criteria for the evaluation of scholarly and creative activity and research. These must be approved by both the Dean and the Provost and Vice-President for Academic Affairs. The College also requires departments to maintain statements of their service expectations for faculty; these must be approved by the Dean. Departments are encouraged to develop their own handbooks or policy guides, but these are superseded by College, University, and Commonwealth policies. Department chairs and the Dean are responsible for reviewing departmental policies for conformity with higher-level policies.