

Nomination for  
Chancellor's Award for Excellence in Service

of

**Jeanne Morgan Zarucchi, Professor  
Modern Language and Literatures**

by

William F. Long, Associate Professor  
College of Optometry

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Nomination Letter



*University of Missouri-St. Louis  
One University Boulevard  
St. Louis, Missouri 63121*

April 12, 2006

Committee for Faculty Teaching and Service Awards  
c/o Administrative Assistant, Faculty Senate  
258 General Services Building

Dear Members of the Committee:

I write to nominate Jeanne Morgan Zarucchi for the Chancellor's Award for Excellence in Service.

Professor Zarucchi has been on the University of Missouri-St. Louis campus since 1985 teaching in the Foreign Languages and Literatures and Art and Art History departments. Throughout her time at UMSL she has made major contributions to campus, university, and community service. Details of her service work in the various areas are in the Curriculum Vita, the Nominee's Statement, and Letters of Support that are part of this nomination.

I would identify four themes in Professor Zarucchi's service:

- Encouragement of scholarship
- Promotion of the arts
- Protection of the rights of members of the university community
- Participation in governance of the campus and university

My own connection with Jeanne's service comes through the last of these, starting with her term as UMSL Senate chair from 1998-2000. The Senate at that time was a large, rambunctious body operating at a particularly contentious time in the campus' history. Jeanne understood her job as Senate Chair very well, and presided with grace, efficiency, and fairness. As part of her commitment to her role, Jeanne quickly became a scholar of parliamentary procedure, using it as it should be used, to proceed expeditiously while safeguarding the rights of those with minority opinions. To this day, she is the best parliamentarian on campus.

During that same period, I served with Jeanne on the Senate Budget and Planning Committee. Jeanne always came to meetings with a mastery of the arcane fiscal issues to be discussed. She knew what questions needed to be asked, and she didn't hesitate to ask them.

The letters of support in the last section of this nomination show that the thoroughness and fairness that have characterized Jeanne's service in Campus Governance extend to all her other service activities as well. It's clear that Jeanne not only served in many capacities, but made substantial contributions to each.

As the materials in this nomination make plain, Jeanne Morgan Zarucchi has given the University of Missouri over two decades of dedicated service. She clearly deserves The Chancellor's Award for Excellence in Service.

Sincerely,

A handwritten signature in black ink that reads "William F. Long". The signature is written in a cursive, flowing style with a large initial "W" and a distinct "F".

William F. Long, Associate Professor  
College of Optometry

Nominee's Statement

## **Statement of Philosophy of Service**

Jeanne Morgan Zarucchi

When I began at UMSL as a junior faculty member in 1985, I soon inherited the department's seat on the Faculty Council. Although there were some senior faculty who treated Council membership seriously, perhaps to uphold their 60's-inspired ideals of communal decision-making, many departments sent their lowest-ranking new hire because no one else wanted to be bothered. I was one of those new hires.

In the Faculty Council, however, I became aware of campus issues of which I would otherwise have remained ignorant, and I listened to the points of view expressed by people outside my own discipline. I met people who knew the ropes, and who were generous in sharing their expertise about how to survive and thrive in the academic environment. The mentoring I received made an enormous difference to me, as a junior faculty member. I also started to care about how things were run, and wanted to be part of making the campus a better place for myself and others.

In the years since then, I have willingly volunteered for, been elected to, or been appointed to a very large number of service roles. In every case, I believed that the activity was meaningful, either because I truly believed I could make a positive contribution, or in some cases because I believed that it was essential to preserve the faculty's role in shared governance. My philosophy regarding the importance of academic service may be expressed in the following ways.

### *Service to students:*

Academic quality requires faculty service, in the form of curriculum review, assessment, advising, and a myriad of other investments of time and energy outside of the classroom. The Campus Action Plan includes the priorities to "enhance the quality and delivery of undergraduate and graduate/professional education," and "to serve both traditional and non-traditional students." I am personally committed to those goals. As the first Chair of the campus' Interdisciplinary Studies Committee, created by the Provost, I lead a group of faculty and staff members who are ensuring that the students of the former Evening College are able to receive a quality education with a Bachelor of Interdisciplinary Studies, a new degree program that I helped to develop. The BIS degree represents a new opportunity for all students, both day and evening, traditional and non-traditional, to plan their own individualized, cross-disciplinary course of study. The degree also promotes the Action Plan's priority to "increase academic internships" by allowing students to receive academic credit in BIS core courses through research, professional, and community service internships conducted under the supervision of a faculty member.

I also believe in the value of service that encourages and rewards students for their academic accomplishments. In 1998, I joined with several colleagues to reactivate the campus' dormant chapter of the Honor Society of Phi Kappa Phi, a national honor society founded in 1900 that accepts students from all academic disciplines. I have served as the Chapter President since that time, and have personally organized annual initiations for undergraduate and graduate students. In fall 2005, we established our first Chapter Scholarship, and since 1999, the UMSL chapter has initiated over 1,000 students into Phi Kappa Phi.

At some colleges, the most senior person in the department teaches the introductory freshman course. I believe that the service responsibility of advising students is parallel to this, as the most senior faculty have the greatest experience in evaluating a student's record, and understanding how he or she may make the best progress towards a goal (which is not necessarily the fastest route). The bulk of advising responsibility often falls, however, on the least experienced faculty members. For this reason, I proposed the creation of a New Students Advisor for the Department of Foreign Languages and Literatures, and have served in that role for the last six years.

*Service to colleagues:*

The mentoring I received from senior colleagues set an example for me that I have sought to emulate, by becoming a mentor and advisor to others. The Campus Action Plan priority to "develop appropriate staff and academic support structure" is very meaningful to me, since I am a founding member and first Coordinator of the Campus Mediation Service, a voluntary role I have performed for five years. The Mediation Service was established to help both faculty and staff members by promoting methods of alternative dispute resolution. This effort demands great dedication on the part of the volunteer mediators, who have all received training and who are committed to helping their colleagues who find themselves in a difficult interpersonal situation. The confidential nature of the Mediation Service prevents my sharing more specific details of individual cases, but the campus has recognized the importance of the Service by including it as part of the New Faculty Orientation every year. The Mediation Service is also part of a four-campus organization that is strongly supported by the University Vice President for Academic Affairs.

The responsibility of mentoring also includes service on committees that review faculty evaluation, tenure, and promotion. I have been a member of the College Dean's Advisory Committee for Tenure and Promotion for two Colleges, Arts & Sciences and Fine Arts & Communication. Informally, I have mentored many junior faculty by giving advice about the preparation of their annual reports and their candidate's factual record for tenure and promotion. This is a time-consuming but highly rewarding activity, which again I pursue because it was that kind of support from senior colleagues which enabled me to make good decisions about my own professional development.

*Service to my academic units:*

I believe that administrative service is the appropriate responsibility of faculty who have achieved seniority, and not just a buck to be passed along as soon as someone comes along who doesn't have the clout to say "no." I have served as Chair of the Department of Foreign Languages and Literatures, and the Interim Director of the Institute for Women's and Gender Studies; I am currently serving as Art History Coordinator and Section Head of French; and in the fall I will begin serving a term as Chair of the Department of Art and Art History. I believe that good departmental administration is critical to maintaining the productivity and morale of the faculty and staff, which lead in turn to higher academic creativity and quality that benefit the students. Good citizenship should also be an expectation for all faculty, and my active record of department and College committee service reflects this belief.

A very important form of service is represented by campus-wide bodies that monitor how well all of our constituents are being protected from discrimination. I am a member of the Equal Opportunity Advisory Council and the Task Force on Women, the Governing Board of the Institute for Women's and Gender Studies, and Safe Zone, which provides support to the campus' LGBT students, staff, and faculty. As a founding member of the Equal Opportunity Advisory Council, I chaired a subcommittee that drafted new campus implementation procedures for the university's Sexual Harassment Policy.

I am also a strong believer in shared governance, and in service that gives faculty, staff, and students a voice in decision-making. My most significant role in this area has been as Chair of the University Senate for two years, during which time I also served on the Intercampus Faculty Council, and on the IFC Subcommittee that wrote a revised procedure for faculty grievances. While Senate Chair, I initiated a committee-led revision of the student grade appeal process, to prevent administrators from changing a student's grade without the instructor's consent. I have been an active Senator since 1988, and have chaired or been a member of a large number of Senate, campus, and college committees.

The Campus Action Plan seeks to promote partnerships that "link the University of Missouri-St. Louis to communities, institutions, and businesses regionally," and I was appointed by Chancellor Touhill in 1995 to represent the campus in the American Council on Education Network for Women Leaders. I was appointed by that group to serve as Regional Coordinator and State Planning Committee Member, with the charge of helping to plan professional development activities for women in higher education administration. Further, I have served for 18 years on the Board of Directors of the St. Louis Sister Committee with Lyon, France.

In conclusion, I have often been criticized on my annual performance evaluations for doing too much service, criticism that I basically ignored. It would have gotten me in some trouble, if not for the fact that my teaching and research were also above expectations, leading to my promotion to full professor in 1999. Many colleagues did not and still do not understand why I have chosen to be so active in service when I didn't need to be, but the ability to make a difference through service has been one of the most personally and professionally rewarding aspects of my academic career.