

University of Alabama at Birmingham
School of Arts and Humanities
Department of Foreign Languages and Literatures

Faculty Manual

February 2005

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I. Mission Statement:

Department of Foreign Languages and Literatures

The Department of Foreign Languages and Literatures at UAB has a threefold mission:

- 1) to foster the international exchange of knowledge and information between humanities scholar/teachers and other professionals;
- (2) to educate students to communicate effectively in local, national, and global communities; and
- (3) to prepare individuals to live and participate in a multicultural world.

Based on this mission we implement programs in classical as well as modern languages and literatures that are rooted in the diversity of human cultures. The Department of Foreign Languages and Literatures is an integral part of the liberal arts curriculum of the School of Arts and Humanities at UAB, which has as its primary objectives the cultivation of self-understanding and the enhancement of the human experience. Through its courses of study, the Department seeks to develop multilingual, enlightened, and culturally sensitive people. As citizens of different nations, we benefit materially from our ability to cross linguistic barriers. We are also enriched through contact with diverse people, which enables us to transcend cultural boundaries.

II.

PERSONNEL POLICIES AND PROCEDURES **ADOPTED** **10/15/03**

As required by the Faculty Handbook, the UAB Department of Foreign Languages has adopted the following guidelines to be used in making personnel recommendations. A copy of these procedures will be given to each faculty member upon appointment.

Departmental records

Each member of the department will deposit with the chairperson a permanent record to be updated annually. If the faculty member wishes, the annual report form may serve this purpose. The file shall also include copies of publications, papers, grant proposals or any other documents bearing on the professional conduct of the faculty member.

Files containing data used in teaching courses are also to be maintained in accordance with the department's program of teaching evaluation. They will include copies of syllabi, quizzes and exams and any other handouts.

The personnel folders are maintained by the chairperson, but they may be examined by other members of the department, by appropriate committees and administrative officers when necessary as part of personnel reviews and recommendations.

Probationary appointments

Appointments without tenure are probationary. Members of the department on probationary status will be given an informal review annually except in those years when they are being considered for retention or tenure (in which case a formal review is required). For those on probationary appointments in those sessions when a decision regarding retention, tenure or promotion is involved, a formal review will be undertaken. Formal reviews will be completed in time so that any notice of non-retention will be in accordance with the time restrictions in the Handbook.

An informal review consists of the following procedures:

- The chairperson shall notify the faculty member in writing of the review at least four weeks in advance and request that the faculty member bring his/her records up to date
- The chairperson shall then review the files, the teaching evaluation materials and any other materials regarding the faculty member
- The chairperson shall then meet with the faculty member to review his/her progress in light of the criteria for retention and tenure
- Following the meeting the chairperson will draft a memorandum summarizing the substance of the discussion
- Two copies of this memorandum shall be given to the faculty member who review it, then signs it, indicating his/her concurrence with the content and returns one copy to the chairperson. This memorandum shall be kept confidential by the chairperson except when the faculty member agrees in writing to permit the chairperson to disclose it to other members of the department or appropriate committees and administrative officers

A formal review consists of the following procedures:

- The chairperson shall notify the faculty member four weeks prior to the review and request the faculty member to update his/her file and submit any other material deemed necessary
- The chairperson shall consult with other members of the department in preparing the review
- The chairperson shall then write to the dean a recommendation regarding promotion, retention or tenure, as maybe appropriate, based on criteria as outlined below
- A copy of this recommendation is shown to the faculty member prior to its being forwarded to the dean and the faculty member shall be allowed to respond in writing to the recommendation

- The chairperson shall then forward to the dean the recommendation with the appended comments, if any, of the faculty member

Formal reviews that are forwarded to the dean shall be available for examination by appropriate committees and administrative officers.

In the event that the chairperson recommends against promotion, tenure or retention, the candidate may request that the recommendation not be forwarded to the dean. In that case, the faculty member should submit promptly a letter of resignation to the chairperson.

Promotion, Tenure and Retention Review Dossiers

The Promotion, Tenure and Retention Review Dossier shall consist of the following:

General

- Curriculum Vitae (required)
- Annual Faculty Information Forms (required)
- Letters of Commendation or Support (optional)
- Awards, honors (optional)

Research/Creative Activities

- Research/Creative Statement (optional)
- Publications (required)
 - In Print
 - Electronic
 - Accepted for publication with documentation
 - In Progress
- Papers, Presentations (required)

Teaching

- Philosophy of Teaching Statement (optional)
- Teaching Evaluations (required)
- Grade sheets (required)
- Teaching portfolio (optional)
- Sample Syllabi (required)
- Sample Teaching Materials (required)
- Teaching Workshops organized (optional)

Service

- Evidence of service to the department, school, university
 - Committee work
 - Work with student groups
 - Work on study abroad
- Evidence of service to the community and profession
 - Workshops organized
 - Volunteer work for professional organizations

Any other appropriate documentation may be included in the dossier for review.

Review of Tenured Faculty

Every three years tenured faculty (associate professors and full professors) shall be given a formal review under the procedures outlined above. Associate professors and full professors will be reviewed in successive years. Following the current calendar, associate professors will be reviewed in 2001, 2004, 2007, and so on; full professors in 2002, 2005, 2008, and so on. This review may occur in connection with possible promotion in which case it may be initiated either by the chairperson or by the request of the faculty member. The purpose of this review is to evaluate the performance

of the faculty member relative to his/her continued professional development and contributions to the department and the university.

Tenured Faculty Review Dossiers

The tenured faculty formal Review Dossier shall consist of the following:

General

- Curriculum Vitae (required)
- Annual Faculty Information Forms (required)

Research/Creative Activities

- Research/Creative Statement (optional)
- Publications (required)
 - In Print
 - Electronic
 - Accepted for publication with documentation
 - In Progress
- Papers, Presentations (required)

Teaching

- Teaching Evaluations (required)
- Grade sheets (required)

Service

- Evidence of service to the department, school, university, as reflected in the Curriculum Vitae
 - Committee work
 - Work with student groups
 - Work on study abroad
- Evidence of service to the community and profession, as reflected in the Curriculum Vitae
 - Workshops organized
 - Volunteer work for professional organizations, etc

Any other appropriate documentation may be included in the dossier for review.

Review of Chairperson

As a tenured member of the department, the chairperson shall be afforded a formal review at least once every three years. Such a review can be undertaken at the request of the department or the incumbent chairman in connection with a request for promotion. In providing a formal review for the chairperson, the department shall elect a committee consisting, if possible, of one tenured and one non-tenured member. The committee shall consult with the department and prepare the evaluation with the chairperson having the right to reply in writing prior to the evaluation's being forwarded to the dean. In preparing the evaluation, the committee will give particular attention to the performance of the functions of the chairpersonship in addition to the regular professional criteria.

The review of the chairperson shall be kept in confidence except where it must be reviewed by appropriate personnel committees.

In the event that the department wishes to have a review of the chairperson prior to the time of the regular three-year period, a review can be requested by a vote of the department at a meeting, provided that an agenda containing this item has been published at least one week in advance of the meeting.

Criteria for Promotion, Retention and Tenure

With regards to each of the criteria stated in the Handbook, the Department of Foreign Languages and Literatures distinguishes between minimal activities that constitute ordinary performance of duty and the various means by which a faculty member may exceed these minimal requirements and demonstrate degrees of excellence. In making

recommendations for appointment, retention and tenure, judgments are also required regarding the needs, priorities and programs of the department and the university, as well as the merits of individual candidates. The candidate for tenure and promotion is expected to attain excellence in the areas of teaching, research, and service.

Teaching

Minimal performance consists in the performance of duties such as:

- Meeting all classes except when unavoidably absent
- Preparing classes carefully
- Teaching classes so that the content is consistent with the academic policies in the department
- Giving assignments
- Grading and returning papers and examinations in a reasonable period of time
- Making information available to students that enables them to measure their progress in the course
- Being available for consultation outside class
- Maintaining one's course files and administering course evaluations as required by departmental policies

The department will evaluate degrees of excellence in teaching by activities and accomplishments such as:

- Receiving favorable peer evaluation on the content of one's courses as judged by the course file
- Receiving consistently higher than average (for the department) ratings on student evaluations
- Receiving favorable evaluations from colleagues who observe one's teaching
- Exhibiting creativity in planning and executing courses
- Offering a variety of courses as may be needed
- Being cooperative in meeting the departmental requirements in offering service courses, developing new courses, and the like
- Engaging in extra-curricular educational activities with students and faculty
- Being the recipient of teaching awards, citations or similar sorts of recognition

Research and scholarly activities

Minimal performance in this area consists in:

- Evidence of continuing educational and professional growth
- The exhibition of scholarly attitudes
- Following current developments in one's fields of interest
- Participation in scholarly activities sponsored by the department and the university

Excellence in research and scholarly activities will be judged in accordance with the degree and quantity to which the faculty member performs the following:

- Publication of books and articles of high quality
- Presentation of papers of high quality at professional meetings, university and departmental functions or other scholarly gatherings
- Serving as an officer or committee member of professional organizations
- Writing papers of high quality for use in one's course
- Regular attendance at professional meetings
- Being the recipient of awards and grants
- Participation in seminars, institutes and similar post-graduate educational opportunities

Service

Minimal performance in this area consists in:

- Conscientious performance of assigned duties relating to the academic operations of the department and the university, including regular attendance at meetings of the department and the faculty

Excellence in service activities will be judged in accordance with the degree and quantity to which the faculty member performs the following:

- Serving effectively on university and department committees, particularly those having time-consuming and important responsibilities
- Being elected or appointed to positions of responsibility in the Senate or similar university bodies
- Undertaking special assignments for the university or the department

- Rendering service to agencies and educational institutions outside the university that specifically involve one's professional competencies.

III.

Approved by the faculty 1-14-04
Revised 2-16-05

Annual Performance Evaluation **UAB Department of Foreign Languages and Literatures**

Annual Faculty Performance Summaries shall be done by the Chair.

Materials to be submitted. In preparation for annual faculty performance evaluation, all tenured and tenure-track faculty will submit to the Chair a report of their research, scholarship and creative activities by the date published annually in the department meeting calendar. Materials to be submitted: (1) a revised curriculum vitae, (2) a completed Annual Faculty Information Form (form provided by the UAB administration), and (3) an Annual Faculty Performance Summary (form provided by the Department).¹

Weighting of areas for annual evaluation

The Department values effective teaching and scholarship equally. No amount of teaching and/or service can compensate for lack of production in research and creative work. The standard weighting of a faculty member's overall annual average shall be: teaching, 40%, scholarship/creative, 40%, service, 20%. The Chair can deviate from this standard and will do so (provided the combined weightings add up to 100%). A large variation from this norm might be needed in the case of faculty members who are on professional development leave or who undertake some special assignment such as writing a lengthy grant proposal. The Chair will provide a rationale for all deviations.

Criteria for Evaluation of Scholarship and Creative

The below scale is predominantly based on successful publication in scholarly journals because they are the most common scholarly publications in our field. There will be no differentiation between print and electronic peer-reviewed publication venues based on medium. There are a wide variety of other types of scholarly activities that are taken into consideration using the weighting system. They will be defined by category in relation to the criteria below.

- To receive a rating of **outstanding**, a faculty member would have to publish the equivalent of one peer-reviewed article, and produce evidence of the submission of an additional peer-reviewed article or deliver one conference paper at a conference with a competitive submission policy all at the national or international level.

¹ If a faculty member fails to submit all or part of the materials, the Chair is under no obligation to consider the faculty member for merit raises.

- To receive a rating of **very good**, a faculty member would have to publish the equivalent of one article in a peer-reviewed journal, and produce evidence of the submission of an additional article in a peer-reviewed journal or deliver one conference paper with a competitive submission policy all at the regional level or above.
- To receive a rating of **good**, a faculty member would have to publish the equivalent of a review or scholarly note in a peer-reviewed journal, and produce evidence of the submission of an additional article in a peer-reviewed, regional-level journal or above, or deliver one regional or local workshop, paper or presentation based on scholarly research and knowledge.
- To receive a rating of **unsatisfactory**, a faculty member would have to publish nothing at all and show little or no evidence of scholarly endeavor.

Below are additional kinds of scholarship will be taken into consideration by the Chair. Weights will be adjusted for multi-author, co-author and lead author issues. The Chair, in consultation with the faculty member, will write a justification for weight distribution over multiple years.

CATEGORY I (= one national or international, peer-reviewed article or article +)

Scholarly Articles in Peer-Reviewed, National and International Journals

Scholarly Monographs (approx. weight = 4-7 articles)

Critical/Scholarly Editions and/or Anthologies (approx. weight = 3-5 articles)

Book Chapters (approx. weight = 1-2 articles)

Scholarly Translations (e.g., novels, monographs, anthologies; approx. weight 3-4 articles)

Textbooks (approx. weight = 3-5 articles)

Major, Multi-Year, External Awarded Research Grant, Foundational or Federal (approx. weight = 3-4 articles)

Creative Publications or Productions (e.g., a screen play, novel, collection of poetry, essays or fiction relating to one's field; approx. weight = 4-7)

CATEGORY II (= one regional, peer-reviewed article)

Scholarly Articles in Peer-Reviewed Regional Journals

Scholarly Translations (e.g., several essays)

Peer-reviewed Proceedings

Misc. Commercial Pedagogical Materials (e.g., workbook, CD-Rom, etc.)

Subsequent Edition of a Textbook or Paperback Edition of a Monograph (approx. weight = 1 article)

Creative Publications or Productions (e.g., collected essays, short stories, or poems relating to one's field; approximate weight = 1 article)

CATEGORY III (= less than one article or one article -)

Reviews of Books or other Foreign Language Materials

Scholarly Notes in Reference Publications

Conference Papers, Workshops, Scientific Posters or Virtual Presentation (regional, national, international)²

Awards or Special Recognition for Scholarship or Creative Work

Scholarly Translations (e.g., several poems)

Published Annotated Bibliographies

Directing or Hosting a Scholarly Conference

Peer Reviewer for Scholarly Publications

Internal Research Grant

Named (or Credited) Consultant to a Scholarly Translation

Invited Guest Lecture of Scholarship or Creative Work

Creative Publications (e.g., a poem, an essay, short story related to one's field)

Criteria for the Evaluation of Teaching

In the following description, the phrase “course load” refers to the load assigned to each individual faculty member by the university. Depending upon other responsibilities, the actual number of courses taught may differ from one faculty member to another. In describing teaching, advising, and related activities, the adverb “effectively” refers on the one hand to demonstrable overall success in conveying appropriate information and building appropriate skills, and on the other hand to demonstrable effort in attaining such success. Thus, a faculty member may demonstrate the effectiveness of his or her teaching with evidence showing classroom success (e.g., positive student comments on evaluations, peer reviews of teaching by colleagues, recognition given to work completed by students in class), and (if needed) with evidence showing the kind and quality of effort he or she has made in meeting students' needs (e.g., a teaching journal or log, a portfolio of teaching materials, a discussion of special problems faced in a particular class).

- 1) To perform at the **Outstanding** level in teaching, a faculty member must teach a course load effectively and perform all five of the following well or four of the five with distinction:
 - Advise students effectively
 - Show clear and convincing evidence of special commitment to and outstanding success in teaching, e.g., by receiving a teaching award
 - Perform other teaching-related functions effectively and responsibly as requested, e.g., advising honors students and thesis candidates, serving on thesis committees, working with independent-study students, or the equivalent
 - Develop new courses or significantly revise existing course content, pedagogy, or technology in a meaningful and creative way, or the equivalent

² A faculty member cannot receive credit for papers read in abstentia.

- Take a leadership role in the development and support of the teaching of other department faculty, e.g., by giving classes on pedagogical issues, by leading the way and helping others with classroom technology, by mentoring faculty who may be struggling with their teaching, by participating in student/performance assessment, by developing on-line courses that meet department needs and standards, or the equivalent
- 2) To perform at the **Very Good** level in teaching, a faculty member must teach a course load effectively, and perform all three of the following well, or any two of the following with distinction:
- Advise students effectively
 - Show significant evidence of success in teaching
 - Perform other teaching-related functions effectively and responsibly as requested, e.g., advising honors students, supervising theses, serving on thesis and portfolio committees, working with independent-study students, etc.
- 3) To perform at the **Good** level in teaching, a faculty member must teach a course load effectively and advise students effectively.
- 4) A rating of **Unsatisfactory** in teaching will be given to any faculty member who does not satisfy the requirements for a **Good** evaluation or who does not provide the Chairperson the evidence required for the Chairperson's evaluation. Symptoms of Unsatisfactory teaching performance may include (but are not limited to):
- missed classes (without informing the department or without adequate explanation)
 - missed advising appointments
 - persistent and justified student complaints
 - erratic classroom behavior
 - failure to keep appropriate office hours and otherwise be available to students and advisees
 - failure or refusal to provide the Chairperson contract-required information, materials, or notification that are related to teaching
 - failure to communicate effectively with students
 - refusal to teach assigned courses in the faculty member's field
 - refusal to teach standard assigned general-education courses for which department faculty are normally responsible
 - failure to respond appropriately to reasonable student questions or complaints
 - irresponsible or unprofessional conduct with or in the presence of students in a university setting

Behaviors such as those described above may result in an evaluation of **Unsatisfactory** (if they are frequent and characteristic) or a lowered evaluation (from **Very Good** to **Good**, for example).

Tenured members of the Faculty who wish to present additional evidence of their teaching effectiveness may arrange on their own for peer evaluation visits. Reports of any peer evaluation activities are due to the Chairperson by the date on which the activity reports are due.

Other Evidence: Faculty may submit additional evidence to the department Chairperson. Supporting evidence may include (but is not limited to) the following:

- Selected syllabi or other class materials (to demonstrate a particular classroom innovation, for example)
- A peer evaluation of teaching (for example, a colleague's report of a classroom visit)
- A written response to any peer evaluation
- A description of a particular section or a response to the student evaluations for a particular section (if the faculty member believes the evaluations for that section need to be contextualized, for example)
- Additional student evaluation materials, including (but not limited to) a self-administered evaluation instrument, a mid-term evaluation, the numerical evaluations from the official university instrument, signed letter(s) from students in a particular course, etc.
- Evidence showing student learning success, for example the results of a pre- and post-evaluation

The Chairperson may also gather evidence to be used as part of the evaluation of teaching. In such cases, the Chairperson will make all written records and/or summaries of evidence available to the faculty member.

Criteria for the Evaluation of Service

Multiple criteria will be used in judging a faculty member's service because service can take many forms and include service to the department, to the college, to the university, to the community or to the profession. In addition to service on department, college, and university committees, other sorts of service may include: coordination of multi-sectioned courses; writing grant proposals; undertaking special assignments for the university or the department; advising a student organization or an honorary society; developing and/or directing a study-abroad program; workshops organized; outreach to public schools; liaison with other departments for programs or activities of joint interest; development of innovative technology for teachers; community outreach service that involves the use of a person's language or professional skills/competencies (serving a local language and/or cultural organization, working on an international "sister city" program or interpreting for a community organization, for example); and organizing a

non-scholarly conference session. In all cases, both the quality and the quantity of the accomplishments in service shall be assessed by the Chairperson.

- 1) To receive a rating of **Outstanding**, a faculty member's service must be of exceptional quantity and result in a significant accomplishment. For example, a faculty member receiving a rating of outstanding might serve actively and effectively on department-, school- and university-wide committees, receive a service award, write a successful service-related grant application, be an officer in a professional association, represent the department in recruitment or technology initiatives, help out with language club or honorary society activities, and/or demonstrate active involvement with students. Service at the community, state, national, and/or international level is also a factor. Regardless of the type of service performed, the faculty member receiving this rating must evidence exceptional leadership and commitment.
- 2) To receive a rating of **Very Good**, a faculty member's service must demonstrate active participation and commitment. For example, a faculty member receiving such a rating might serve actively and effectively on committees, be involved with students, show evidence of community service, and/or represent the department in recruitment or technology initiatives.
- 3) To receive a rating of **Good**, a faculty member will be expected to participate fully in departmental activities and serve on at least one departmental committee.
- 4) To receive a rating of **Unsatisfactory**, a faculty member would have a general lack of participation in departmental, University, or community activities and serve on no committees at all.