GUIDELINES

Foreign Languages and Literatures Department

Workload
Faculty Annual Review
Third-Year Review
Promotion and Tenure

9/30/11
The Department of Foreign Languages and Literatures Faculty Development and Evaluation Manual supplements and complements the Auburn University Faculty Handbook and College of Liberal Arts guidelines. Since the basic and fundamental review of faculty takes place within the department, the purpose of these guidelines is to describe and elaborate upon the criteria and guidelines for faculty assignments, faculty evaluation, and promotion and tenure at the departmental level. Department guidelines are intended to conform to those of the Auburn University Faculty Handbook (revised 6/17/11) and the College of Liberal Arts. Therefore, it is important for faculty to study carefully the criteria, requirements, and procedures outlined in these guidelines and in the University and College documents. In event of conflict among documents, their precedence is University, College, Department. Any reference to the Faculty Handbook in this document refers to the current version.

The Foreign Languages and Literatures Department’s faculty evaluation process is intended to guide faculty toward enhanced success; clarify faculty goals; inform annual assignments that reflect the short and long-term vision of the department; include faculty in discussions and decisions; and provide consistent and clear criteria for promotion and tenure recommendations, as applicable.

The faculty evaluation process in the College of Liberal Arts includes several components, among them the letter of appointment, annual workload assignment, and annual performance reviews and feedback. Tenure track and Clinical track positions include provision for promotion review. Tenure track faculty are subject to a third-year review to determine the extent to which the individual is making clear progress toward tenure. Failure to demonstrate clear progress in teaching, research, outreach, and service (as applicable to the faculty member’s assignment) may lead to the issuance of a letter of non-continuance at any time before tenure. The focus of the third-year review for clinical track faculty is the faculty member’s progress toward achieving promotion to associate clinical professor, yet still recognizing that clinical faculty are on continuing appointments that necessitate annual contract renewal. Failure to demonstrate clear progress in assigned areas of performance (such as clinical teaching, clinical outreach, service, scholarship, professional development) may lead to the issuance of a letter of non-continuance, effective at the conclusion of the annual contract in force.

Reference to “Tenure track” faculty in this document includes tenured faculty, unless otherwise noted.

The Appointment Letter

The appointment letter defines broad expectations of the position, including percentages of the assignment allocated to teaching, research, outreach, and service. Examples of appointment letters may be found at the following URL: https://sites.auburn.edu/academic/COLA/CLA_Dean/cladeptguidelines/SitePages/Home.aspx

Annual Workload Assignment

Annual faculty assignments reflect that faculty members working in various disciplines contribute in different ways. Annual assignment plans reflect collaborative discussion between faculty and department chair. They provide opportunity to review progress, set goals, guide faculty toward success, and clarify metrics of evaluation. All Tenure track faculty, Clinical track faculty, Non-Tenure track faculty, Instructors, and Lecturers should participate in formalized annual assignment planning and feedback.

The College of Liberal Arts Workload Guidelines state:

Initial workload assignments for tenure-track faculty (TTF) are negotiated upon hire, and are distributed across all areas of responsibility; teaching, research/creative scholarly works, outreach, extension and service. Occasionally, administrative duties may also be included as a percent of a faculty member’s workload if it is part of their normal assignment. Workload assignments may be adjusted on an annual basis during the annual review process to reflect any changes in a faculty member’s assignment for the following year. The department head/chair meets with each faculty member during the faculty annual review process to discuss and negotiate anticipated workload changes. The faculty member signs the annual review which includes the stated workload assignment for the following year to
assure that every faculty member is aware of his/her responsibilities. The original signed annual review is to be kept in the departmental personnel file. Three copies are to be submitted to the Office of the Dean (one copy will be kept on file in the Dean’s Office, one copy will be placed in the CLA’s faculty personnel file and one copy will be delivered to the Office of the Provost).

Description of Types of Faculty Positions

Tenure Track Faculty (TTF)
The “typical” annual teaching assignment for “research active” TTF is 5 courses \(^1\) (or department FTE equivalent) equaling 62.5% per year. Consistent with university guidelines, all research active TTF are assigned a minimum 25% research/creative/scholarly outreach \(^2\) workload for promotion and tenure purposes. The annual teaching assignment for “highly productive” research TTF is 4 courses \(^3\) (or department FTE equivalent) equaling 50% per year. The status of highly productive research TTF requires the approval of the Dean. In situations where a tenured associate professor or professor is not fulfilling a 25% requirement for scholarly activity, the department chair will provide a memorandum of understanding (MOU) to ensure that a tenured faculty member has a 100% workload. In this case, the faculty member would be assigned a differential workload with a minimum of 10% research, in order to stay current in the field for teaching purposes. It is expected that the faculty member will receive an increase in the teaching load, with the understanding that he/she cannot be promoted just on teaching. Research productivity will be considered over a 3 year period. If a faculty member is not research productive for 3 years, then there will be an increase in the teaching load proportionally. During that 3-year period, if he/she does becomes productive and demonstrates that he/she can be productive for 3 years in research, then there will be a reduction in the teaching load to acknowledge the increase in research.

Clinical Track Faculty (CTF)
CTF are generally assigned teaching loads ranging from 5-8 courses a year (or department FTE equivalent). There is not a minimum research workload requirement. According to AU guidelines \(^4\) the clinician title series is a professional series for appointment of appropriately qualified individuals who contribute to the university’s academic mission by participation in activities which (1) predominantly involve clinical practice, (2) are of contractually specified duration, and (3) operate under contracts, grants, generated income, or other designated funds. Note, however, that CTF are expected to teach in the clinical setting.

Instructors/Lecturers
Instructors and Lecturers will be assigned 100% teaching loads of 8 courses per year. Any exceptions will need approval by the Dean. In addition to the definition of teaching stated in the Faculty Handbook, teaching in CLA includes: holding regular office hours, mentoring and advising students, keeping current in the field, attendance of departmental meetings relevant to teaching, participating in departmental life and the engagement of students.

Non-Tenure-Track Faculty (NTTF – as designated by HR)
NTTF may be assigned some teaching; but it cannot exceed one course per semester and three courses per year.

Appendix 1 outlines the university’s expectations for teaching, research, outreach, and service.

Workload adjustment for sabbaticals and leaves. Faculty on sabbatical or professional development leave related to teaching would normally be evaluated as a temporary 100% teaching appointment for leave extending across the evaluation period. Faculty on sabbatical or professional development leave related to research would normally be evaluated as a temporary 100% research appointment for leave extending across the evaluation period. A similar allocation may apply for other types of leave. In any case, the evaluation metrics must add up to 100% and factor in the faculty member’s regular appointment during the portion of the review period not on leave.

\(^1\) A course is defined as a 3 contact hour course.
\(^2\) “In terms of your questions, it is my understanding that the former Provost said that a tenure track faculty member on hire must have a minimum of 25% research, scholarship of pedagogy or outreach, or creative activity. Therefore, I will continue that tradition.” - Email from Dr. Mazey sent to Paula Bobrowski 5/10/2009.
\(^3\) Ibid.
\(^4\) http://www.auburn.edu/academic/provost/clinician_positions.html#appointment
Annual Performance Reviews and Feedback

The annual review serves as a tool for faculty development at all ranks, regardless of tenure status. All faculty receive annual evaluations. All Tenure track faculty, Clinical track faculty, Non-Tenure track faculty, Instructors, and Lecturers should participate in formalized annual assignment planning and feedback.

Performance Descriptors. The annual review of performance in each area to which one is assigned will be assessed a performance score of 4 - Exemplary (characterizing performance of high merit), 3 - Exceeds Expectations (characterizing performance of merit), 2 - Meets Expectations (characterizing performance sufficient to justify continuation but, for areas of expected significant contribution, not sufficient to justify promotion or tenure), 1 – Marginal (characterizing performance that may not be sufficient to justify continuation) or 0 – Unacceptable (characterizing performance not sufficient to justify continuation).

See Appendix 3 for Workload Distribution and Performance Review Chart.

The annual review normally covers performance for the preceding calendar year. Research productivity will be considered over a 3-year period. Evaluative statements from previous years will be consulted to determine response to previous suggestions for improvement and to determine the extent to which the individual is making progress toward promotion and tenure, if applicable, to their appointment.

See Appendix 4 for Foreign Languages and Literatures’ Departmental Annual Review Guidelines.

Written evaluation report

The AU Faculty Handbook states:

The unit head shall prepare a written report summarizing the major points of the conference. A copy of the report shall be provided to the faculty member within a month of the conference. If there are no objections, the faculty member shall be asked to sign it as confirmation of having seen it. If the faculty member does not agree with the material in the report, he or she may write a response to be appended to the report. A copy of the signed report and response, if there is one, is to be retained for the faculty member's departmental personnel file; another copy is to be given to the faculty member; a third copy is sent to the Office of the Provost. To the extent permitted by law, the report is to remain confidential, available only for the use of the concerned faculty member and any University officials who have supervisory power over the faculty member.

Third-Year Review

The AU Faculty Handbook states:

Each department shall conduct a third year review of all its probationary faculty members. This shall take place no later than 32 months after initial appointment, normally before April 30 of the faculty member's third year. The head shall request a current vita and any supporting material the head or the faculty member deems appropriate prior to the review. The particular focus of this review is the faculty member’s progress toward achieving tenure. The review therefore must address the criteria for tenure set forth in this document. To be maximally useful to the candidate and the department, the review shall involve the entire tenured faculty. In order for it to accurately reveal the judgment of tenured faculty, it shall conclude with a vote on whether or not, in the judgment of the tenured faculty, the candidate is making appropriate progress toward tenure. The result of the vote shall be announced at the meeting. Faculty should understand that this vote is not a commitment to grant or deny tenure in the future.

The head shall prepare a written report covering the findings of the review, and characterizing the nature of the vote. The procedure described above for the report on the yearly conference shall be followed, with the difference that this report may be consulted by the tenured faculty when the faculty member is a candidate for tenure; otherwise, the report is to remain confidential [to the extent allowable by law].
See Appendix 5 for Foreign Languages and Literatures’ Departmental Third-Year Review Guidelines.

Promotion and Tenure Review

The AU Faculty Handbook states:

Promotion is based on merit. A candidate for promotion should have acceptable achievements in the areas of 1) teaching and/or outreach and 2) research/creative work. He or she is further expected to demonstrate over a sustained period distinctive achievement in one of these areas or achievement in both areas comparable to that of successful candidates in the discipline in the past five years. In addition, he or she is expected to have contributed some service to the University. Candidates covered by Provost approved departmental promotion and tenure guidelines will be evaluated accordingly. For candidates not covered by Provost approved departmental promotion and tenure guidelines, the criteria for teaching, research/creative work, and outreach described below [see Appendix 1] shall be considered by the faculty in the evaluation of a candidate's performance and achievement. The candidate's employment conditions and academic assignments shall determine which criteria are most emphasized, and standards for promotion are based on the weights of each performance area as described in the letter of offer and subsequent annual evaluations. Credit shall also be given for contributions above and beyond specifically assigned duties.

Appendix 1 outlines the university’s expectations for teaching, research, outreach, and service.

Regarding tenure, the AU Faculty Handbook states:

Auburn University nurtures and defends the concept of academic tenure which assures each faculty member freedom, without jeopardy at the department, college or school, or University level, to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions and guarantees faculty members the right to support, without jeopardy, any colleague whose academic freedom is threatened. Tenure establishes an environment in which truth can be sought and expressed in one's teaching, research/creative work, outreach work, and service. In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria and, where applicable, in approved departmental guidelines, the candidate for tenure must also demonstrate potential to contribute as a productive and collegial member of the academic unit in all relevant areas.

Candidates for promotion and tenure should carefully read the Promotion and Tenure policies found in the AU Faculty Handbook. A timeline for the candidate’s submission of materials for evaluation for promotion and tenure will be established each year by the Office of the Provost.

See Appendix 6 for Foreign Languages and Literatures’ Departmental Promotion and Tenure Guidelines.

Post-Tenure Review

Tenured faculty at Auburn are subject to post-tenure review as outlined on the Provost’s website at the following URL: http://www.auburn.edu/academic/provost/policies/2009-11_post-tenured-review-policy.pdf
Appendix 1

Auburn University's Expectations for Teaching, Research, Outreach, and Service

Teaching
The AU Faculty Handbook states:
Since a primary activity of the University is the instruction of students, careful evaluation of teaching is essential. Because of the difficulty of evaluating teaching effectiveness, faculty members are urged to consider as many relevant measures as possible in appraising the candidate. These include consideration of the candidate's knowledge of the subject and his or her professional growth in the field of specialization; the candidate's own statement of his or her teaching philosophy; the quality of the candidate's teaching as indicated by peer and student evaluations and teaching awards; performance of the candidate's students on standardized tests or in subsequent classes; the candidate's contributions to the academic advising of students; the candidate's development of new courses and curricula; the quality of the candidate's direction of dissertations, theses, independent study projects, etc.; and the quality of pedagogical material published by the candidate.

Research/Creative Work
The AU Faculty Handbook states:
A faculty member engaged in research/creative work has an obligation to contribute to his or her discipline through applied and/or basic research, through creative endeavors, or through interpretive scholarship. To a large extent, each discipline and each department must determine how much and what quality of research/creative work is appropriate for promotion (and/or tenure) and judge its candidates accordingly. In appraising the candidate's work, faculty members should consider the quality and significance of the work, the quality of the outlet for publication or exhibition, and, in cases of collaborative work, the role of the candidate.

Research and creative work ordinarily can be documented by a candidate's publications or performances/exhibitions. Publication subjected to critical review by other scholars as a condition of publication should carry more weight than publication that is not refereed. Nevertheless, all forms of publication, including articles intended for a non-academic audience, should be considered provided they are of high quality in relation to the purpose intended. Scholarly papers subjected to peer review and delivered at a regional or national conference and creative work subjected to peer review and performed or exhibited on a regional or national level should carry more weight than work done only on a local level. Successful efforts in obtaining extramural support for research/creative work (as well as for teaching and outreach programs) should also be positively considered in evaluation of the candidate.

Outreach
The AU Faculty Handbook states:
Outreach refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit missions. A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if all the following conditions are met: 1) there is a substantive link with significant human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) the ultimate purpose is for the public or common good; 5) new knowledge is generated for the discipline and/or the audience or clientele; and 6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission. Outreach is not expected of all faculty. Participation in this function varies from major, continuing commitments, as is the case with the Alabama Cooperative Extension System, through
intermittent engagement for individual faculty as needs and opportunities for a particular expertise arise, to no involvement at all.

The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the department in which the faculty member will seek tenure and/or promotion. It may be accomplished in the initial appointment, as is typically the case for Extension faculty, in annual work plans, or during the year in response to unexpected needs. In any case, this decision should be made with due consideration to the professional development of the faculty member, the expected public benefits of the outreach activities, and mission of the department and/or other supporting units. Departmental approval carries a commitment to assess and appropriately weigh outreach contributions in salary, tenure, and promotion recommendations.

Demands for quality in outreach are the same as in teaching and research/creative work; however, outreach activities are different in nature from other activities and must be evaluated accordingly. See Appendix 1 of Faculty Participation in Outreach Scholarship: An Assessment Model, which is available along with other publications on the assessment of outreach under "Outreach Publications" on the University web site. Department heads should request any material necessary from the candidate to facilitate faculty assessment of the type, quality, and effectiveness of the candidate's involvement in extension activities and evaluation of any resulting publications.

**Service**

The AU Faculty Handbook states:

University service includes participating in departmental, college or school, and University governance and committee work, assisting in the recruitment of new faculty, and developing and assisting in the implementation of new academic programs. Faculty should note particularly distinctive contributions to University life on the part of the candidate, including service to the candidate's profession, such as offices held and committee assignments performed for professional associations and learned societies; and editorships and the refereeing of manuscripts.
Appendix 2

Departmental Workload Guidelines for Tenure-Track Faculty
(taken from FLL Annual Review Guidelines)

During spring semester, each faculty member, together with the Department Chair, will establish a tentative teaching load to be determined according to individual responsibilities and enrollment needs, as well as available funding. Tenured faculty members who do not have an extensive research program may opt or be asked by the department Chair to teach a higher number of courses, so that teaching would constitute a larger part of their duties.

The full teaching load is 8 courses per year; however, tenure-track faculty members are expected to engage in research and service/outreach. To that end, they receive a course reduction of 2 courses for research, and 1 course for service/outreach, thus they generally teach 5 courses per year. In exceptional cases, and although it is not encouraged, a tenured faculty member, in consultation with the Department Chair, may select to teach an extra course or two (6 or 7 courses per year instead of the standard 5), in order to devote less time to research (only 1 or no course reduction instead of 2).
Appendix 3

Workload Distribution and Performance Review Chart

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Instruction</th>
<th>Research</th>
<th>Outreach</th>
<th>Service</th>
<th>Administrative</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Workload %</td>
<td>Performance Score</td>
<td>Workload %</td>
<td>Performance Score</td>
<td>Workload %</td>
<td>Performance Score</td>
</tr>
<tr>
<td>Example</td>
<td>0.63</td>
<td>4</td>
<td>0.25</td>
<td>3</td>
<td>0.07</td>
<td>3</td>
</tr>
</tbody>
</table>

Performance Score/Criteria

0  Unacceptable
1  Marginal
2  Meets expectations
3  Exceeds expectations
4  Exemplary


Appendix 4

Departmental Annual Review Guidelines

EVALUATION OF FACULTY PERFORMANCE

Please consult the following website for a description of the university’s Annual Review process:
http://www.auburn.edu/academic/provost/facultyHandbook/chapter%203-personnel_policies.html#performanceeval

The following are the departmental guidelines used for Annual Review.

**General Principles:**

1. All faculty members are to be evaluated in their assigned areas of Teaching, Research, Service, and Outreach. Faculty members will be evaluated according to the percentages of their assigned duties since teaching assignments vary according to administrative duties, preferences and needs.

   During spring semester, each faculty member, together with the Department Chair, will establish a tentative teaching load to be determined according to individual responsibilities and enrollment needs, as well as available funding. Tenured faculty members who do not have an extensive research program may opt to teach a higher number of courses, so that teaching would constitute a larger part of their duties.

   The full teaching load is 8 courses per year; however, tenure-track faculty members are expected to engage in research and service/outreach. To that end, they receive a course reduction of 2 courses for research, and 1 course for service/outreach, thus they generally teach 5 courses per year. In exceptional cases, and although it is not encouraged, a tenured faculty member, in consultation with the Department Chair, may select to teach an extra course or two (6 or 7 courses per year instead of the standard 5), in order to devote less time to research (only 1 or no course reduction instead of 2).

2. The factors and criteria to be used for the evaluation of faculty performance in each category are outlined below. An unfavorable annual review for tenure-track faculty may result in the issuance of a letter of non-continuation at any time prior to tenure.

I. **TEACHING (37.5% — 77.5%)** *

   1. Factors to be taken into consideration to evaluate teaching performance, in addition to the required student evaluations, are the following:

      a. Number of graduate classes taught where applicable
      b. Independent studies directed (it is strongly recommended in principle that students be encouraged to enroll in classes offered, and permission to sign up for independent study courses be granted only in cases of obvious scheduling conflicts, or to allow a student to graduate in time).
      c. Service on a master thesis, as member or director
      d. Portfolio of teaching materials created for specific classes (optional)
      e. Teaching honors or awards
      f. Number of different course preparations
      g. Number of new or updated courses
      h. Peer evaluations (optional -- but are required for tenure and promotions)
      i. Instructor evaluations of Coordinators or student evaluations of Undergraduate and Graduate Directors.

* In the exceptional cases of tenured faculty members whose teaching load is 6, a minimum 12.5% amount of research activity is required; for 7 courses, a minimum of 10% of research activity is expected for faculty annual evaluation purposes; thus, the percentage for the evaluation of teaching performance is not to exceed 77.5%.
2. Number of student evaluations and items to be taken into consideration in the evaluation of teaching performance:

   a. Faculty members teaching 7 classes may select to be evaluated based on student evaluations from 5 or more of the classes taught during the calendar year.
   b. Faculty members teaching 6 classes may select to be evaluated based on student evaluations from 4 or more of the classes taught during the calendar year.
   c. Faculty members teaching 5 classes may select to be evaluated based on student evaluations from 3 or more of the classes taught during the calendar year.
   d. Faculty members teaching 4 classes may select to be evaluated based on student evaluations from 2 or more of the classes taught during the calendar year.
   e. Faculty members teaching 3 classes may select to be evaluated based on student evaluations from 2 or more of the classes taught during the calendar year.
   f. Positive statements written by students in the additional spaces for comments may be added to the numeric averages on the teaching evaluations.
   g. Nomination of students for special honors or awards may be added to the numeric averages on the student teaching evaluations.
   h. Teaching awards received by faculty members may be added to the numeric averages on the student teaching evaluations.
   i. Teaching grants received by faculty members may be added to the numeric averages on the student teaching evaluations.
   j. Applicable items from sections 1 and 2 above will be considered along with the student teaching evaluations.

3. Scale and ratings to be used in the evaluation of faculty teaching performance: *

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>4</td>
<td>(3.5-4.0)</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>3</td>
<td>(2.8-3.4)</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>2</td>
<td>(1.9-2.7)</td>
</tr>
<tr>
<td>Marginal</td>
<td>1</td>
<td>(1.2-1.8)</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>0</td>
<td>(0-1.1)</td>
</tr>
</tbody>
</table>

*The ratings above generally start at the average on the student teaching evaluations and applicable items from sections 1 and 2 above will add to this score.

** Please note that the total number of points in any category, Teaching, Research, and Service and Outreach may not exceed 4 points.

PEER EVALUATION OF TEACHING:

The tenure-track faculty members of the Department of Foreign Languages and Literatures are required to participate in a yearly peer evaluation process designed to assess their teaching performance. Information gained through the peer evaluation process will be used to support the applications of faculty members seeking promotion and/or tenure, and will also be used to assist all faculty in addressing any issues that need special attention.

In order to obtain the most representative samples, it is recommended that faculty members be evaluated by their peers in different class levels. Faculty members may use some of their peer evaluations to supplement and enhance the student teaching evaluations (see item 1.h above). Peer evaluations may be conducted by colleagues in the Department of Foreign Languages and Literatures, or by specialists from the Biggio Center for the Enhancement of Teaching and Learning. The evaluation conducted by the Biggio Center is a Classroom Observation; it is the responsibility of the individual faculty member to set it up. For more information about this evaluation, please consult the Biggio Center’s website. It is recommended, however, that faculty members seeking promotion and/or tenure be generally evaluated by colleagues from within their language group or the department.

Peer evaluation of untenured tenure-track faculty members: Untenured tenure-track faculty members, together with the Department Chair, will select one tenured member of the Department to evaluate their teaching performance each semester. It is recommended that in any three-year period an untenured tenure-track faculty
member not be evaluated by the same person more than twice. Untenured tenure-track faculty members must have all their classes evaluated by students, and at least one class each semester evaluated by their peers. However, only the number of student evaluations specified in item 2 may be taken into consideration in the annual review with the Chair (see item I.2 above).

Peer evaluation of tenured faculty members: tenured faculty members may select to be peer-evaluated in only one class per year (or more if they prefer), although they must administer student evaluations in every class they teach. However, only some of the student evaluations may be taken into consideration in the annual review with the Chair (see item I.2 above).

Items to be taken into consideration in peer evaluations: Evaluators will comment on the following items when reporting on the classes they visit (please see the Peer Review Evaluation Form for more details):

a. Course syllabus: general compliance of the course syllabus with the structure required by the College of Liberal Arts, including but not limited to course objectives, required textbooks, additional print and/or electronic required or recommended materials, and grading procedure;

b. Course packet: should include, but not be limited to, materials developed or assembled by the instructor to enhance and supplement required materials, as well as sample tests and their relevance to the course objectives;

c. Class preparation and interaction: ability of instructor to supplement and enrich textbook materials, to encourage class discussions, to ask questions that stimulate students’ intellect, to use the target language where appropriate, and to create a comfortable learning environment;

d. Completion and use of peer evaluations: copies of the signed reports of peer evaluators will be given to the faculty member and the Department Chair within ten working days from the date of the class visit, and a copy will be placed in the faculty member’s permanent file. Faculty members being evaluated and their evaluators must sign the peer evaluation form completed by the evaluators. If necessary, they may add their own comments on the reports, or write separate responses to be attached to the evaluators’ reports.

II. RESEARCH: SCHOLARLY PUBLICATIONS, AND CREATIVE WORKS * (25% — 50%)

* During the annual conference with the Chair, faculty members must provide copies of material in print; proof of acceptance for accepted material; and copies of programs for participation in conferences

** In the exceptional cases of tenured faculty members whose teaching load is 6 courses, a minimum 12.5% amount of research activity is required; for 7 courses, a minimum of 10% of research activity is expected for faculty annual evaluation purposes; thus, the percentage for the evaluation of teaching performance is not to exceed 77.5%.

1. Factors to be taken into consideration in the evaluation of research:
   a. The length and quality of the publication
   b. In case of joint authorship, the contribution of each author
   c. In case of papers and academic presentations, whether they were presented at state, regional, national or international conferences (it is recommended that faculty members participate in meetings at all these different levels)

2. Scale used to evaluate scholarly performance:

   Exemplary 4 (3.5-4.0 points)* *
   Exceeds Expectations 3 (2.8-3.4)
   Meets Expectations 2 (1.9-2.7)
   Marginal 1 (1.2-1.8)
   Unacceptable 0 (0-1.1)

3. Requirements for achieving the ratings above:

   Exemplary: Published or accepted for publication one of the following:
   a. A book in the faculty member’s area of interest (will be counted for three years: once when accepted, and twice after publication);
   b. A major textbook with ancillary material (will be counted for three times: once when accepted, and twice after publication)
c. Annotated translation of a major work, with appropriate introduction and scholarly context (will be counted three times: once when accepted, and twice after publication)
d. An article published in a refereed journal or book (will be counted once as Exemplary after publication; and once as Exceeds Expectations when accepted)
e. A full-length entry or several shorter ones in a reference work (will be counted once as Exemplary after publication; and once as Exceeds Expectations when accepted)
f. Receipt of major research grant from extra-mural agency (will be counted twice after approval of funding)

**Exceeds Expectations:** Accepted for publication **one** of the following (publications will be counted twice: once as Exceeds Expectations when accepted, and once as Exemplary after their publication):

a. A full-length article in a refereed journal, or a chapter in a book
b. A full-length entry or several shorter ones in a reference work
c. A reader, or a textbook without full ancillary materials
d. Major grant application for extramural research funding (will count once when submitted, then twice when grant is funded)

**Meets Expectations:** Completion of **at least two** of the following items:

a. Presentation of a scholarly paper
b. Publication of a review
c. Proof of submission of a research article

**Marginal:** Completion of **one** of the following items:

a. Reading of a scholarly paper
b. Publication of a review
c. Proof of submission of a research article
d. Publication of a novel, a play, poetry, or a non-scholarly essay

* Please note that publication of creative works alone is not sufficient evidence of the research and scholarship level required for considerations for promotion and/or tenure.

**Unacceptable:** No evidence of scholarly or professional activity

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### III. IN HOUSE AND PROFESSIONAL SERVICE (6.25%-25%)^5

1. **Scale to be used for evaluating service activities. Faculty members must provide proof of activity in this category during the annual conference with the Chair.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Points (Minimum-Maximum)</th>
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</table>

2. **Requirements for achieving the ratings above:**

**Exemplary:** Excellent contributions to the Department, the College, University, and/or the respective professional field as evidenced by their quality, number, responsibilities and significance, including several activities described in this category, or a combination of this category and from the category “Exceeds Expectations”:

a. Service as chair of a university or departmental search committee
b. Service in a substantial ad hoc capacity to the department, the college, or the university
c. Nominating at least two students for a major college, university, or national honor or award
d. Nominating a colleague for a major college, university, or national honor or award

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^5 Note: Assignment for tenured faculty normally is 12.5%; however, in exceptional cases and for tenured faculty only, the assignment may be adjusted to a maximum of 25% after signed agreement with the Chair.
e. Organizing a film series or another departmental function involving students or colleagues
f. Sponsoring an honor society
g. Inviting a speaker of national or international reputation to present a campus-wide lecture
h. Serving as peer reviewer for two faculty members
i. Creating a new curriculum or a new option within an existing program
j. Service as an officer or member of the executive board of a regional, national, or international professional organization
k. Membership on the editorial board of an academic journal
l. Consultant to an academic press having reviewed at least one book manuscript
m. Reviewer of a tenure or promotion dossier at another academic institution
n. Service as a reader for an academic journal, having reviewed at least two articles
o. Chairing a session at a regional, national, or international conference
p. Arranging internships for two students
q. Organizing a regional, national or international conference (counts as two activities, or more by prior arrangement with the Chair)
r. Receiving an award from a professional organization

**Exceeds Expectations:** Very good contributions to the Department, the College, the University, and/or the respective professional field as evidenced by their quality, number, responsibilities, and significance, including service in at least one activity described under “Exemplary,” **and several** from those listed below in this category:

a. Membership on a departmental search committee
b. Membership on a department, college or university committee
c. Nominating a student for a college, university, or national honor or award
d. Creating a language club
e. Organizing special departmental professional activities (such as lecture series for faculty or graduate students)
f. Serving as a peer reviewer for a faculty member
g. Nominating a student for a departmental honor or award
h. Service as a reader for an academic journal, having reviewed at least one article
i. Service as a committee member in a regional, national, or international professional organization
j. Service as an officer or member of the executive board of a state organization
k. Making a presentation to a local group
l. Chairing a session at a state professional conference
m. Involvement in a high-school activity
n. Organizing a state conference (counts as two activities, or more by prior arrangement with the Chair)
o. Arranging an internship for a student

**Meets Expectations:** Average contributions to the Department, the College, the University, and/or the respective professional fields, as evidenced by one of the following:

a. Service in only one item described under “Exemplary”
b. Service in at least two items under “Exceeds Expectations”

**Marginal:** Limited contributions to the Department, the College, the University, the community, and/or the profession, as evidenced by the following:

a. Service in one item among “Exceeds Expectations”

**Unacceptable:** No evidence of contribution to the Department, the College, and/or the University

**IV. UNIVERSITY OUTREACH (0-12.5% OPTIONAL)**

1. Scale to be used for evaluating outreach activities. Faculty members must provide proof of activity in this category during the annual conference with the Chair

<table>
<thead>
<tr>
<th>Category</th>
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<th>Points</th>
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<td>Meets Expectations</td>
<td>2</td>
<td>(1.9-2.7)</td>
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</tbody>
</table>
Marginal 1 (1.2-1.8)
Unacceptable 0 (0-1.1)

Requirements for achieving the ratings above:

**Exemplary:** Excellent contributions to the Department, the College, and/or the University, as evidenced by their quality, number, responsibilities and significance, including several activities described in this category, or a combination of this category and from the category “Exceeds Expectations”:

- a. Activity or teaching involving university outreach or civic engagement
- b. Chairing a session at a regional, national, or international conference related to outreach or civic engagement.
- c. Organizing a regional, national or international conference related to outreach or civic engagement (counts as two activities, or more by prior arrangement with the Chair)
- d. Organizing a student trip to a special out-of-town cultural event related to outreach or civic engagement

**Exceeds Expectations:** Very good contributions to the Department, the College, and/or the University, as evidenced by their quality, number, responsibilities, and significance, including the following:

- a. Service in one activity described under “Exemplary”, and one from those listed below in this category:
- b. Making a presentation to a local group that is related to outreach or civic engagement activity
- c. Chairing a session at a state professional conference that is related to outreach or civic engagement activity
- d. Involvement in a high-school activity that is related to outreach or civic engagement activity
- e. Organizing a state conference that is related to outreach or civic engagement activity (counts as two activities, or more by prior arrangement with the Chair)

**Meets Expectations:** Average contributions to the Department, the College, and/or the University, as evidenced by one of the following:

- a. Service in only one item described under “Exemplary”
- b. Service in two items from among b-e under “Exceeds Expectations”

**Marginal:** Limited contributions to the Department, the College, the University, the community, and/or the profession, as evidenced by the following:

- a. Service in one item among “Exceeds Expectations”

**Unacceptable:** No evidence of contribution in the area of University Outreach or Professional Service

The information sheet to be completed by the faculty member for the Annual Review is Exhibit 4A on the next pages.
EXHIBIT 4A
General Information Sheet for Annual Review Conference
(to be submitted to the Chair at least two work days prior to the annual conference)

NAME:

I. TEACHING (37.5% - 77.5%) *

* In the exceptional cases of faculty members whose teaching load is 6 courses instead of 5, teaching may weigh up to 75%; for those teaching 7 classes teaching may weigh up to 77.5%

A. Please list by semester the courses you have taught during this calendar year, and indicate if they were new preparations (NP), or if they required using new materials (NM):

Spring:

Fall:

B. If you served on a thesis or dissertation committee, please indicate if you were a director (D), or a member (M) of the committee, and include the name of the student, and the title of the thesis or dissertation:

C. Please list by semester the number of independent study courses or thesis units you taught, including the course number and title, and the student’s name:

D. Please list any teaching grants or awards you have received:

E. Please list the names of students you have nominated for special honors or awards, followed by the letters (N) for nominee, or (R) for recipient:

F. Coordination or Service as Undergraduate or Graduate Director.

II. RESEARCH (25% - 50%) *

In the exceptional case of tenured faculty members whose teaching load is 6 courses instead of 5, research must weigh a minimum of 12.5%; for those teaching 7 classes, research must weigh a minimum of 10%.

Please list with complete references your publications in the categories below followed by the indications (A) for accepted; (P1) for counted first time after publication; (P2) for counted second time after publication; (S) for submitted; (G1) for grant counted first time after receipt; and (G2) for grant counted second time after receipt.

Copies of published material, and proof of submission or acceptance must accompany a hard copy of the present “General Information Sheet” at the time of the conference with the Chair.
A. Books:

B. Articles and/or translation of articles:

C. Prefaces, notes, and/or introductions, editorship of journals:

D. Reviews, and professional newspaper articles:

E. Conference papers presented, with date, place and name of organization:

F. Title, date and amount of extra-mural research grant submitted, and name of agency:

G. Creative essays, poetry, or fiction:

H. Other:

III. SERVICE (6.25%-12.5%) *

Please list your activities in the areas described below. For committee service, please add the following indications: (C) for Chair, and (M) for Member

A. Membership in department, college, or university committee, followed by (M) for member, or (C) for chair:

B. Nomination of students or colleagues for major honors or awards:

C. Membership on editorial boards:

D. Office held in professional organizations, with name of group:

E. Presentations to local groups

F. Service as consultant to a press, or as reviewer for a journal, with name of press or journal, and title of manuscript reviewed:

G. Other:

*The general requirement and expectation is 12.5% for Service. Reductions to this percentage are only for untenured faculty or under exceptional circumstances, to be determined by the Chair.
IV. OUTREACH (0-12.5% OPTIONAL)

Please list your activities in the areas described below.

A. Presentations to local groups that is related to outreach or civic engagement:

B. Outreach or civic engagement activity:

C. Other:
EXHIBIT 4B
FACULTY ANNUAL EVALUATION FORM
To be filled out by the Chair and the faculty member and used confidentially (to the extent allowable by law)

Faculty Member’s Name:  ______________________________________________________________

<table>
<thead>
<tr>
<th>TEACHING</th>
<th>RESEARCH</th>
<th>SERVICE</th>
<th>OUTREACH</th>
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<tbody>
<tr>
<td></td>
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Evaluation of performance based on the following percentages

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Teaching (37.5% — 62.5%, 75%, OR 77.5%)

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x ------------ % = ------------

Research (12.5%—50%)

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Service (6.25%-12.5%)

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x ------------ % = ------------

Outreach (0-12.5% OPTIONAL)

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Total:

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Appendix 5

Departmental Third-Year Review Guidelines

The Third-Year Review Guidelines of the Department of Foreign Languages and Literatures follow the guidelines and procedures set forth in the *Faculty Handbook*. It is highly recommended that the third-year review dossier follow the Promotion and Tenure format contained in the *Faculty Handbook*.

An unfavorable third-year review may result in the issuance of a letter of non-continuation; however, a letter of non-continuation may be issued at any time prior to tenure.
Appendix 6

Departmental Promotion and Tenure Guidelines
(taken from FLL Standards for Promotion and Tenure, excluding Third Year Review which is part of the document)

Promotion and Tenure within the Department of Foreign Languages and Literatures are governed by the criteria and guidelines stated in the Auburn University Faculty Handbook. The standards detailed below are those established by the Department of Foreign Languages and Literatures as discipline-specific guidelines for receiving a favorable recommendation from the appropriate departmental faculty for promotion and/or tenure. Guidelines contained herein are for informational purposes only and should not be considered an absolute guarantee of successful recommendations by the Department. For additional details concerning the procedure for promotion and tenure, faculty members should refer to the Faculty Handbook, and any additional procedures detailed by the Office of the Provost and the Office of the Dean of the College of Liberal Arts.

I. PROMOTION TO ASSOCIATE PROFESSOR AND TENURE

A. Except in extraordinary, well-documented cases, candidates must be considered for both promotion and tenure. Faculty should consult the Faculty Handbook for requirements of time in service. Probationary faculty who do not have prior service at another institution of higher education generally come up for promotion and tenure review in their fifth year at Auburn. Although this is not a requirement and faculty may seek tenure and promotion at any time before their sixth year if they have met departmental promotion and tenure standards, they must come up for tenure and promotion by their sixth year of appointment (except in the case of documented FMLA leave or leave without pay, as described in the Faculty Handbook).

B. Promotion and tenure are based on a faculty member’s meritorious performance, over a sustained period, of the duties and functions to which he or she has been assigned along with significant contribution to other recognized activities of the University. A candidate for promotion should have acceptable achievements in the areas of teaching, research/creative work, outreach (if appropriate), and service in accordance with assigned duties. Additionally the candidate’s record of accomplishment in each area should reflect ongoing and steady productivity which reflects an increasing sphere of influence, excellent quality, appropriate quantity, and expanding prestige.

C. The criteria for attainment of tenured status are described in the Faculty Handbook. Candidates for tenure in the Department of Foreign Languages and Literatures are normally considered at the same time for promotion to the rank of associate professor; the recommendations are linked, in that favorable recommendation for tenure, with its more extensive requirements, presumes favorable recommendation for promotion to the rank of associate professor.

D. Terminal Degree: candidates must hold the Ph.D. degree in the language(s) or discipline(s) taught.

E. Teaching

1. For the evaluation of teaching towards promotion and tenure, faculty members should demonstrate consistent superior classroom performance since teaching is a primary activity of the Department. Given the difficulty in reducing teaching effectiveness to one criterion, candidates are urged to document teaching activities, as fully as possible, and as detailed in the Faculty Handbook. Evidence of teaching effectiveness may include the following: candidate’s own statement of his or her teaching philosophy; the quality of the candidate’s teaching as indicated by peer and student evaluations in various classes; the candidate’s development of new materials; and the results of student evaluations. Candidates should be encouraged to present teaching materials in an accessible format to show the innovative and creative approaches to teaching.

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6 Please refer to Chapter 3, sections 9. and 10. (Tenure Criteria and Considerations, and Eligibility for Promotion and Tenure, respectively) of the Faculty Handbook.
courses and curricula; the candidate's direction of dissertations, theses, independent study projects, etc.; the quality of pedagogical material published by the candidate; the candidate's contributions to the academic advising of students, where applicable.

2. The department chair provides information as evidence of teaching effectiveness according to the Faculty Handbook. Peer evaluation may include consideration of the following factors: knowledge and presentation of the subject matter; syllabi, handouts and exams; and the candidate's conduct of classes. (See the Peer Evaluation section of the FLL Annual Review Guidelines.)

3. Candidates for tenure must also demonstrate ability to work collaboratively and cooperatively with other faculty in the areas of teaching, research, outreach, and service to advance the mission of the departments, college, and university.

F. Research and Publications

Since research and publication are significant indicators of continuing competence and development, faculty members under review for promotion and tenure must show strong evidence of a satisfactory continuous publication record and potential for sustaining this activity. Given the diversity of programs and teaching assignments for faculty within the Department of Foreign Languages, there is no prescribed field of research or simple, numerical formula for the evaluation of a faculty member's publication and research record for promotion and tenure. Each candidate's record will be evaluated with consideration given to his or her assigned duties since assignments may vary. The following factors will be considered regardless of assigned duties:

1. In terms of the type and recognized fields of research, the Auburn University Department of Foreign Languages and Literatures complies with the ADFL Guidelines for Evaluation of Nontraditional Fields (2001), which read as follows:

   The curricula of departments of foreign languages continue to change and expand. The thrust toward interdisciplinary work and the study of new technological advances, broaden the legitimate areas of both teaching and research within a foreign language department. Department members may be involved in disciplines not traditionally considered integral parts of a foreign language department, such as area studies, creative writing, foreign language acquisition research, foreign language pedagogy, gender studies and literary and technical translation.

   In questions of promotion, tenure and salary considerations, colleagues working in these fields should be evaluated using the same procedures and standards as those used for the more traditional fields but with proper consideration for the particular standards each discipline requires. Dissemination of the candidate's research is essential to the advancement of knowledge, as scholars learn and other inspired not only by reading publications in their areas, but also by listening and communicating with specialists in their fields. Therefore, candidates for promotion should plan to present their research findings at various regional, national, and international professional meetings and conferences, especially those most appropriate for their field/s of research. Participation in an average of one or two relevant professional conferences per year is strongly advised, as it strengthens the reputation of candidates among their peers.

2. Refereed print or electronic publications consistent with assigned duties and appropriate to the nominee's field will serve as primary evidence of research and scholarship. If joint authorship is

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7 While creative writing alone does not lead to Tenure and Promotion, it can enhance the candidate's dossier and may be taken into consideration for faculty annual evaluation purposes. (See FLL Annual Review Guidelines.)

8 A Statement of Assessment of Journal Quality is a required component of the candidate's dossier submitted to both the College and the University Promotion and Tenure committees.
involved, the faculty member must be the first author of a majority of these. Non-refereed publications may enhance the faculty member's record, but will not substitute for refereed publications. The faculty member should demonstrate continuation of a superior publication record.

Papers or manuscripts accepted but not yet published may be used to meet these requirements upon proof that the work has been accepted for publication, but these must not represent the entirety of the Publication & Research component of the dossier.

The following are samples of the publication records of previous, successful departmental candidates for promotion and tenure:

Case 1: 1 full-length book published by a university press or other reputable publisher, substantially different from the dissertation, 1 article published in a refereed journal and 1 article accepted for publication in a collection of essays in fields appropriate to the candidate’s language and area of specialization.

Case 2: 5 articles and 1 short note published in refereed journals and selected proceedings; 5 articles accepted for publication in fields appropriate to the candidate’s language and area of specialization.

Case 3: 3 articles published in refereed journals, 2 articles accepted for publication (one on a pedagogical topic and four in area of specialization); lengthy critical edition of a manuscript in area of candidate’s language and specialization, accepted for publication.

A candidate whose profile does not closely resemble one of the preceding examples may require additional clarification by the Chair.

3. Given the diversity of language disciplines housed in the Department of Foreign Languages and Literatures, the faculty members’ publications will be sent out for review to at least three members in their own discipline at peer institutions (as provided by the Office of the Provost in the Promotion and Tenure Handbook, if possible). The selection process of the Reviewers will follow the guidelines provided by the Office of the Provost. Reviewers will be asked to evaluate the quality of the books and articles as well as the reputation of the presses and scholarly journals in which the articles appeared or are about to appear. This report will be addressed to the Chair and shared with the tenured faculty before the meeting concerning tenure and promotion review.

4. Extramural Professional Activities: Faculty members under review must demonstrate evidence of participation in professional activities, e.g. presentations of papers at conferences and meetings at the state, regional, national, or international levels. They should strive for excellence in those activities which would be evidenced by appointments to positions of responsibility, honors, awards, grants, visiting lectureships, etc.

5. Candidates for tenure must also demonstrate ability to work collaboratively and cooperatively with other faculty in the areas of teaching, research, outreach, and service to advance the mission of the departments, college, and university.

G. Outreach

1. Outreach is an important activity. The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the Chair. If Outreach is used as part of the Promotion & Tenure dossier, then it needs to be reflected in the assigned duties of the faculty member and should result in documentable scholarly activity. (See FLL Annual Review Guidelines.)

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9 Please note that the quality and length of each publication will be weighed as well as the total quantity.
2. Consult the appropriate sections of the Faculty Handbook for specific guidelines of what constitutes outreach for promotion and tenure consideration.

3. Candidates for tenure must also demonstrate ability to work collaboratively and cooperatively with other faculty in the areas of teaching, research, outreach, and service to advance the mission of the departments, college, and university.

H. Service

Candidates for Promotion and Tenure should maintain an active and consistent record of service to the Department, the University and one's professional field as demonstrated by fulfillment of departmental obligations, serving on college and university committees, serving as officers in professional organizations, organizing/chairing panels at professional meetings, serving on editorial boards, etc. (See FLL Annual Review Guidelines.)

Candidates for tenure must also demonstrate ability to work collaboratively and cooperatively with other faculty in the areas of teaching, research, outreach, and service to advance the mission of the departments, college, and university.

I. Assessment of Progress

For a description of the departmental evaluation procedure for progress toward tenure, please see Appendix 5 concerning the procedure for third-year review as required by the Faculty Handbook.

II. PROMOTION TO THE RANK OF PROFESSOR

Promotion to the rank of Professor requires evidence of sustained and continued excellence in the three missions of Auburn University: teaching, research and service/outreach. Individuals seeking to be promoted to the rank of Professor should have a national reputation and be recognized as authorities in their fields by peers within and outside Auburn University. Outstanding and exceptional performance in one or two areas does not compensate for inadequate contribution to another.

A. Time in Rank

1. Faculty should consult the Faculty Handbook for requirements of time in service for promotion to Professor. Faculty members in the Department of Foreign Languages and Literatures generally need longer than four or five years before meeting all the requirements for promotion to the rank of Professor.

2. Years of service at the rank of Associate Professor at other institutions may be counted in accordance with the Faculty Handbook.

B. Teaching

1. Evidence of excellence in teaching will be documented by superior student and peer evaluations that attest to the faculty member’s instructional effectiveness. It can be further enhanced by nomination for special teaching honors, or receipt of teaching awards. All teaching evaluations for classes taught during the three years prior to requesting review to promotion to Full Professor will be made available to the full professors in the Department and summarized by the Chair during discussion of the candidate's dossier with the faculty who will vote on the candidate’s application.

Faculty members considering promotion to the rank of Professor should maintain a departmental dossier on their teaching activities, with sample course syllabi, tests, supplementary materials developed, additional resources used, final exams, etc. Unsolicited notes of appreciation from current or former students should be kept in that file, as evidence of excellent teaching and effective communication with students. Relevant notes, materials, and
correspondence dating from the time of promotion to the rank of Associate Professor until the
time of consideration for promotion to Professor should be included in the DEPARTMENTAL
dossier for promotion (described on page x), not in the UNIVERSITY dossier for promotion
(described on page x).

2. Teaching records of all faculty members will be assessed in light of their assigned duties and
the variety of courses taught. For example, faculty members teaching in language programs with
limited offerings will be evaluated on the basis of their teaching duties within that language
program. On the other hand, faculty members teaching in languages with graduate offerings
must maintain their full membership on the Graduate Faculty and provide evidence of
excellence in teaching at both the undergraduate and graduate levels.

C. Research

Candidates for promotion to the rank of Professor must demonstrate active involvement in research, as
evidenced by a substantial and sustained record of refereed publications.\textsuperscript{10} Publications to be taken into
consideration are those not used in support of the application for tenure and/or promotion to Associate
Professor and generally appearing AFTER the latest promotion.

A substantial record of publication since promotion to Associate Professor is achieved by the following
means:

The publication by a university press or other reputable publisher of at least a book-length study on a
subject of major importance to the candidate's field/s, supplemented by at least another four full-length
refereed articles or refereed book chapters of no less than 4000 words, published in the United States, or
in the United States and abroad. The publications cannot be a duplication of each other. The publication
of five book reviews in one or more major journals in the candidate's field/s may substitute for one of the
articles, but no more than one. Book reviews may also contribute to the candidate's national reputation.

The Auburn University Department of Foreign Languages and Literatures complies with the ADFL
Guidelines for Evaluation of Nontraditional Fields (2001). (See the guidelines as stated for Promotion to
Associate Professor in the section on Promotion and Tenure.)

D. Outreach

Outreach is an important activity. The commitment of faculty time to outreach is a decision to be made
by the faculty member with the approval of the Chair. If Outreach is used as part of the Tenure &
Promotion dossier, then it needs to be reflected in the assigned duties of the faculty member and should
result in documentable scholarly activity. (See FLL Annual Review Guidelines and consult the
appropriate sections of the Auburn University Faculty Handbook regarding Outreach evaluation.)

E. Service

Excellence in this area also contributes to the faculty members’ professional reputation within and
outside Auburn University and reflects their commitment to the advancement of knowledge within their
field/s. It is demonstrated through significant involvement in a combination of activities (outlined below)
as well as peer letters documenting achievement and impact of the service provided.

1. Service at the department, college and university levels is essential and required.
2. Appointment to positions of responsibility in state, regional, national, or international
organizations.
3. Service on editorial boards, or as reviewers for university presses or reputable publishers.
4. Receipt of extramural grants designed to improve the candidate's teaching skills, advance the
state of knowledge in the candidate's field/s, or to enhance the department and university
missions.
5. Sponsorship of professional conferences on campus.
6. Inviting well-known national or international guest speakers on campus.

\textsuperscript{10} A Statement of Assessment of Journal Quality is a required component of the candidate’s dossier submitted to both the College
and the University Promotion and Tenure committees.
7. Other significant professional contributions appropriate for foreign language educators.

Written evidence from appropriate sources confirming receipt of grants, appointments on such committees or editorial boards, organization of conferences, or request to evaluate manuscripts for publishers or professional journals should also be included in the candidates' file for the period in question.

III. Preparation of Departmental Promotion and/or Tenure Dossier:

Candidates need to prepare a well-documented dossier for Promotion and Tenure that includes the information outlined in the guidelines of the FLL Bylaws and Annual Review Guidelines, which will serve as the backbone for that file. Candidates are advised to establish a dossier devoted exclusively for promotion to the rank of Professor, immediately following promotion to the rank of Associate Professor. Continued and steady preparation of the dossier will avoid the last-minute search for needed documentation on activities having taken place several years earlier.

Supporting evidence in the dossier should include references to all publications, which should be presented according to the MLA Handbook, with titles of books or journals, years of publication, page numbers and names of publishers and editors. Information related to teaching honors, appointment to professional offices or committees, service on university committees, etc, should also include similar details, for example, the name of the person, group or organization making the nomination and the years of receipt, the name of the university committee on which the candidate has served and the years of service, etc. Clear and careful presentation of this dossier is likely to increase the chance of a positive vote by the faculty, as all the supporting evidence of progress and achievement will be easy to find.

A. Assessment of Progress

1. The same preliminary assessment procedure available to candidates for tenure and/or promotion to the rank of Associate Professor is available to candidates for promotion to the rank of Professor. At least one year before seeking nomination for promotion to the rank of Professor (at least three years into time of service at the rank of Associate Professor), and at their own initiative, candidates are strongly encouraged to request a meeting with the Chair and faculty members holding the rank of Professor. At that time, they will discuss their achievements as supported in the dossiers they have been maintaining since the time of promotion to Associate Professor and outline their plans for the future. It is the responsibility of the candidates to initiate this action and to ensure that the dossier includes all the appropriate materials and required documents described above, at least two weeks prior to the date of the meeting. This dossier may serve as the basis for the file that will be submitted for consideration for promotion to the rank of Professor, at a later date.

2. Following the meeting, the Chair and the Professors will discuss their assessment of the dossier. A written statement summarizing the discussion, with appropriate advice and recommendations, will be prepared by the Chair and signed by the Professors and the Chair. It will be remitted to the faculty member, no later than two weeks after the meeting.

B. Selection of Mentor

In order to help them achieve their goal of promotion, candidates are encouraged to select a mentor, upon initial hiring or subsequent promotion, a colleague holding the rank of Professor, with whom they will collaborate throughout their career--preferably, and where possible, someone in their own language group. Mentors will help candidates to acquire a better understanding of the required standards for tenure and promotion and the details considered by departmental, college and university committees; will advise candidates on various publication outlets in their fields; and provide general information on university and professional procedures, by sharing the knowledge they acquired during their longer experience in the field.

C. Preparation of University Promotion Dossier
A candidate for promotion to the rank of Professor should carefully study the relevant information on presentation of promotion dossiers, as outlined in the Faculty Handbook. The application process should follow the procedure found in the Faculty Handbook. External letters will be requested from peers in the same field at peer or aspirational universities, in accordance with the Provost’s guidelines found at: http://www.auburn.edu/academic/provost/guidelines.html.

IV. Review of the Present Document

This document will be reviewed and revised as necessary or upon the revision of the Auburn University Faculty Handbook.