

## Salary Guidelines for the Department of Romance Languages

The procedure described below applies to faculty who are rated in the following manner: 40% research; 40% teaching; 20% service. Further, this document details the manner by which raise recommendations will be forwarded to the Chair, who will in turn forward them to the Dean. The faculty of the Department of Romance Languages reaffirms by these directives their commitment to excellence in research, teaching and service. The principal objective of this document is to set forth procedures for recognizing and rewarding outstanding performance in the areas of research, teaching and service, thereby motivating faculty to meet the department's needs and expectations. Evaluations cover Research (over a period of seven years for tenured faculty; five years for tenure-track faculty after third year review; one year for tenure-track faculty before third year review); Teaching (for the current year); and Service (for the current year). Evaluators will assign rankings from 0 to 5, 5 being the highest. The sections below describe the minimum required to achieve a ranking that ranges from 3 to 5 in each of the three merit categories (research, teaching, service). Evaluators may assign decimal rankings ranging from 3.1-3.9 to faculty members whose achievements in a particular merit category exceed the specified minimum for a ranking of 3, but which fall short of the specified minimum for a ranking of 4. Likewise, evaluators may assign decimal rankings ranging from 4.1-4.9 to faculty members whose achievements in a particular merit category exceed the specified minimum for a ranking of 4, but which fall short of the specified minimum for a ranking of 5.

Nonetheless, it is also the firm aim of the department to recognize and reward the meritorious contributions of faculty members whose academic profiles remain unaddressed in the following pages. In particular, the department recognizes that those tenured faculty members who no longer sustain active research agendas often contribute significantly to the department by assuming extra responsibilities in the areas of administration, service, and teaching. Indeed, such faculty members have acted on the good-faith assumption that, although teaching and service can never supplant research, non-research contributions may achieve "meritorious" status, and thus translate into a merit salary increase. In light of the department's two-fold interest in rewarding all meritorious contributions and promoting productive research, faculty members who receive their tenure promotions before 1976, and who no longer engage in research, are urged to renegotiate their academic profiles with the Chair and the University administration. In principle, the result of such negotiations will be a document that specifies minimal responsibilities in the areas of teaching and service, as well as the exceptional criteria according to which the evaluation committee will assign merit points. In keeping with the department's needs and expectations, it is understood that an academic profile which excludes any of the merit categories (teaching, research, service) forecloses the possibility of one's attaining the highest level of a merit salary increase, as set forth in section F.2.

### Evaluation of faculty in the area of research.

The University of Missouri is an AAU/Carnegie 1 research institution. We are determined to maintain standards consistent with this classification by rewarding faculty with sustained and **active** research agendas. The chief criterion for the evaluation of scholarship should be the quality, originality and impact on the scholarly community. Merit points in this category will be determined, first by the publication of the books by foreign and domestic presses of reputable

standing. Such presses include those which stipulate a review process by noted scholars in the field. Second, merit points accrue from scholarly contributions in quality presses and journals. Third, merit points will be assigned for delivering papers at professional conference, since a paper is, in principle, an important step toward completing a scholarly publication.

A. Career research for tenured faculty.

Points for career research will be awarded for the work completed during the past seven years. Evaluations will adhere to the following guidelines:

A.1. Career 5 in research. A five will be awarded to tenured faculty members who provide tangible evidence of an active and sustained research agenda (**e.g., articles in press or submitted, reception of a grant, fellowship, award honoring research or evidence of a book project in progress, i.e., draft of manuscript, etc.**) and who publish: a) two major books (scholarly studies of a critical or analytical nature by one author), or two major critical editions; or b) one major book (as described in A.1.a), or major critical edition as well as five full-length articles in major journals; or c) fifteen full-length articles in major journals..

Depending on their merits, chapters in books and article-length studies in anthologies and proceedings will be considered equivalent to full-length articles in major journals. Likewise, on the basis of merit, **the evaluation committee will examine each critical edition in order to determine whether it constitutes a “major” contribution.**

A.2. Career 4 in research. A ranking of 4 will be awarded to tenured faculty members who provide tangible evidence of an active and sustained research agenda and who publish either a) a major book, a major edition, or b) ten full-length articles in major journals (see A.1).

A.3. Career 3 in research. A ranking of 3 will be awarded to tenured faculty members who provide tangible evidence of an active and sustained research agenda and who: a) publish five full-length articles in major journals (See A.1); or b) three full-length articles in major journals (see A.1) and present three papers during the two years of preceding the year of evaluation.

**Such enterprises as translations, creative writing, compendia and interviews will be judged on their relative merits as determined by review of the Advisory Committee.**

B. Career research for tenure-track faculty.

The Category “Career Research” applies to tenure-track faculty after completion of their third-year review at this institution.

B.1. Career 5 in research for tenure-track faculty. A five will be awarded to assistant professors who provide tangible evidence of an active and sustained research agenda and who: a) publish one major book, a major critical edition (see A.1); or b) publish six full-length articles in major journals (see A.1); or c) publish four full-length articles in major journals (see A.1) and present three papers during the two years preceding the year of evaluation.

B.2. Career 4 in research for tenure-track faculty. A ranking of 4 will be awarded to assistant professors who provide tangible evidence of an active and sustained research agenda and who: a) publish four full-length articles in major journals (see A.1); or b) publish three full-length articles in major journals (see A.1) and present three papers during the two years preceding the year of evaluation.

B.3. Career 3 in research for tenure-track faculty. A ranking of 3 will be awarded to assistant professors who provide tangible evidence of an active and sustained agenda and who publish three full-length articles in major journals (see A.1) and present one paper during the year preceding the year of evaluation.

**Such enterprises as translations, creative writing, compendia and interviews will be judged on their relative merits as determined by review of the Advisory Committee.**

C. Yearly research for tenure-track faculty before third-year review.

C.1. Yearly 5 in research. A five will be awarded to assistant professors who: a) publish a major book, major critical edition (see A.1); b) publish three full-length articles in major journals (see A.1); or c) publish two full-length articles in major journals (see A.1) and present two papers.

C.2 Yearly 4 in research. A ranking of 4 for yearly research will be awarded to assistant professors who: a) publish two full-length articles in major journals (see A.1); or b) publish one full-length article in a major journal (see A.1) and present two papers.

C.3 Yearly 3 in research. A ranking of 3 will be awarded to assistant professors who provide tangible evidence of an active and sustained research agenda (e.g., articles in press or submitted, or reception of a grant, fellowship, or award honoring research) and who: a) publish one full-length article in a major journal (see A.1); or b) present two papers; or c) provide tangible evidence of a book project in progress.

**Such enterprises as translations, creative writing, compendia and interviews will be judged on their relative merits as determined by review of the Advisory Committee.**

D. Teaching.

Teaching contributions are difficult to assess and document. When evaluating a faculty member's performance, in-class effectiveness, as gauged by student evaluations, can constitute only a partial indication. Excellence in this category will also be determined by course objectives and organization as reflected by the syllabus; rigor in assessing student performance; diversity of courses taught; contributions by the faculty member to the general education architecture of the university; participation of the faculty member in the continuing campus dialogue regarding teaching activities; peer evaluations of classroom performance.

D.1 A five in teaching will be awarded to faculty members who meet all the criteria listed in D.2 and D.3 below, and who: a) develop and teach a permanent/catalogable course, or b) document

achievements in the area of teaching that go beyond the scope of normal classroom instruction, such as an appropriate number of independent courses, mentoring activities in recognized programs, or direction to completion of a PhD dissertation.

**Depending on their merits, textbooks will be considered for this category.**

D.2. A ranking of 4 will be awarded to faculty who have met the criteria listed in D.3 below and who: a) teach a course required of the general education architecture (e.g. writing intensive, capstone, cluster), or b) teach an exceptionally diverse slate of courses; or c) direct three or more sections of a course, for which they impart regular pedagogical guidance to section leaders, and for which they design the syllabi and examinations.

D.3. A ranking of 3 will be awarded to those faculty members who teach their required load of courses and who receive problem-free evaluations on any of the evaluation forms used in the department. Faculty in this category will provide copies of their syllabi, which should include the following: course objectives, requirements, and grading criteria.

#### E. Service.

All faculty members are expected to perform significant service tasks that increase the department's visibility and collegial presence in all matters affecting the teaching and research mission in the university community. These are to be distributed in a judicious and unburdensome manner. It is expected that minimal service will guarantee a 3 and that assistant professors will be held to a lower standard in this category than are associate or full professors.

E.1. A five in service will be awarded to faculty who meet the criteria established in E.2 and E.3 (**a, b, or c**) below and who have editorial responsibility for international/national journals, provide written evaluation of tenure/promotion candidates solicited by other universities, or are elected or appointed to a prestigious campus committee that requires an extensive commitment of time. Assistant professors may be eligible for a 5 if they meet the criteria E.2 and serve on two university committees.

E.2. A four in service will be awarded to faculty who combine the criterion established in E.3 below (**a, b, or c**) either with participation in a university committee or two of the following: 1) a position in a national/international organization; 2) organization/execution of a conference, symposium or workshop; 3) invitation/sponsorship of scholars and artists to campus for lectures or seminars (excluding work on lecture committee); 4) professional service to the community.

E.3. A three in service will be awarded to faculty **a) serving on at least two departmental committees, or b) who serve as directors of our beginning language programs or c) who serve as Director of Graduate Studies.**

#### F. Converting raise points to raise dollars.

Only faculty members receiving a ranking of 3.0 in all three categories of Teaching, Research and Service are eligible for a merit salary increase.

F.1. In keeping with the department's criteria for judging merit (Teaching 40%, Research 40%, Service 20%), the evaluation committee will adhere to the following procedure in assigning a total of merit points to faculty members who qualify for a merit increase. Rankings (3-5) in the areas of teaching and research are to be counted twice. Rankings (3-5) in the area of service are to be counted once. For instance, a faculty member who received rankings of 5 in teaching, 5 in research and 5 in service would receive a total of 25 points (10 points in teaching, 10 points in research, 5 points in service).

All eligible faculty members will receive a merit increase of at least three percent, provided the monies allotted for raises equal at least three percent of the department's total salary base. In the event that monies allotted for raises exceed five percent of the department's total salary base, all eligible faculty members will receive a minimal merit increase of that allotted percentage minus two percent. For example, if the monies allotted total 7% of the department's salary base, all eligible faculty members will receive a minimal merit increase of 5% of their current base salary; if the allotment is 8%, all eligible faculty receive a minimal increase of 6%, and so on.

F.2. Once all eligible faculty members have been allotted the minimal merit increase, the remaining monies will be divided into two equal amounts. One of those amounts will be divided equally among all faculty members who receive at least eighteen merit points. The second amount will be divided among all faculty members who receive at least twenty-two merit points.

#### G. Salary Recommendations for Faculty on Leave

G.1. Faculty on leave for one semester during the calendar year and not on leave for the other semester will be evaluated using the criteria and procedures in section B. above.

G.2. In the case of faculty on leave in all other cases, the Advisory Committee shall be empowered to make such adjustments in the formula as it deems appropriate, but in no case shall teaching, research, or service raise monies be awarded to faculty who do not document the quality and quantity of their contributions in those three areas.

### **Appendix I: Appeals of Faculty Rankings**

All members of the faculty who wish to appeal their rankings to the Advisory Committee will do so in writing, by the announced deadline. They will adduce as evidence for such an appeal their relevant, documented achievements in teaching, research, or service in light of the Salary Evaluation Document. Each faculty member is entitled to one appeal per academic year and one corresponding decision by the Advisory Committee either to revise the appealed rankings or let them stand.

If the Committee denies an appeal by a faculty member, the Chair will respond in writing with a summary of the Committee's reasons for the denial. Yet, in this summary, the Chair will safeguard the confidentiality of the Committee's deliberations and, therefore, avoid naming or referring to individual Committee members. The appeal process ends with the Chair's response.