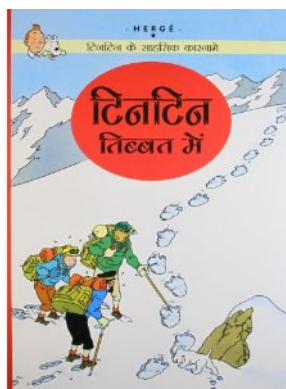


DEPARTMENT HANDBOOK



World Languages & Literatures



Useful Telephone Numbers & Websites

WLL Information Office	617-358-5032
718 Comm. Ave. Main Office	617-353-2642
Department Administrator	617-358-5206
Administrative Coordinator	617-353-6248
Classroom Hotline	617-353-3227 classrooms@bu.edu
Computing Services	http://cashelp.bu.edu
CAS Advising Office	617-353-2400

Emergency Numbers:

Facilities Emergency Line	617-353-2105
BU Police	617-353-2121
Sexual Assault Response & Prevention Center (SARP)	617-353-SARP (7277)

For information about how to help a student in distress, contact the department or visit <http://www.bu.edu/helpinfo/helping/index.shtml>.

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Department Resources

On the Web

The department's website: <http://www.bu.edu/wll/> contains valuable information for faculty and students, such as faculty profiles and email addresses; information about programs; frequently needed forms; and this handbook.

The Faculty Link provides you with information about your own courses, enrollments, students, and advisees, along with other useful instructor resources on the first page. The second page, "Other Resources," includes a link called "BUWorks Central Portal"; this portal allows you to view your paycheck, benefits, and salary records and to update personal information. You will need your BU login and Kerberos password to access the Faculty Link.

Please link your personal WLL homepage to the Faculty Link. Go to <http://www.bu.edu/wll/> and click through "People" to find your personal profile. You will see the URL (i.e., web address) at the top of the window. Copy that, then go to the Faculty Link (www.bu.edu/link/shortcut/faculty) and from the "Instructor's Tools" menu choose "Link your homepage." There is a box where you can paste (or type) the information from the WLL website, and once you've done that, click on the "Update" button.

General information for all BU faculty is available at www.bu.edu/faculty; many resources are gathered here, including the official BU Faculty Handbook (also available through the Link). Much helpful information specific to CAS faculty is available at www.bu.edu/cas and especially in

- the CAS Instructor's Guide <http://www.bu.edu/cas/faculty-staff/faculty-staff-handbook/curriculum/instructors-guide/> and
- the CAS Faculty & Staff Handbook www.bu.edu/cas/faculty-staff/faculty-staff-handbook ;
- the student advising section cas/students/undergraduate can also be very useful for faculty advisors.
- For official policies and yet more faculty resources, see www.bu.edu/apfd.

Maps to all BU buildings, facilities, and offices are available at www.bu.edu/maps. You can search by many means, including BU abbreviations (KCB, SMG, STH, etc.) or the names of administrative offices (Admissions; Space Management; Personnel). You can also search for ATM's, restaurants, parking, bus stops, and other features of our local landscape.

A key to BU abbreviations and codes, including building abbreviations, along with much other university-wide information including academic calendars and registration forms is available at the Registrar's very helpful website, www.bu.edu/reg .

Departmental Offices & Services

Location: STH (745 Commonwealth Ave., 6th floor), rooms

- STH 602 (Information Office / Administrative Coordinator/Mailroom);
- STH 602 (Department Administrator);
- STH 611 (lounge)
- STH 631 (photocopier/kitchen).

Photocopier and mailboxes for those faculty housed at 718 Commonwealth Ave. are located at 718 Comm. Ave., Room 102.

Office Hours: Monday through Friday, 8am to 5pm. The staff offices are closed entirely over the Christmas/New Year Intersession period, but operate over the summer.

The main purposes of the departmental offices are to support faculty and administration in meeting the academic mission of the department and to assist students in finding the resources they seek. Student employees staffing the Information desk, and the department as a whole, strive to minimize the extent to which students are “bounced” from one office to another in search of help; please do your part as well.

The information office at 718 Comm. Ave. Room 103B, formerly shared by WLL and Romance Studies (RS), now serves RS and can provide only basic services (information; photocopier assistance) to WLL faculty. Please address other inquiries to STH 602 (tel. 8-5032).

Staff Responsibilities

WLL Department Administrator: Cynthia Cook (cmcook@bu.edu); STH 602; 8-5206)

Provides overall management of department functions and supervises Administrative Coordinator and Information Office; is responsible for overall control of department budget; works with Chair on administrative, fiscal and academic planning; has broad responsibility for WLL space, facilities and equipment including office assignments; develops and maintains relationships with internal and external vendors; handles faculty employment paperwork and onboarding; processes visa applications; and serves as staff to department on tenure and promotion matters; other tasks as required.

WLL Administrative Coordinator: Alexandra Nulty (anulty@bu.edu); STH 602; 3-6248)

Responsible for course scheduling in UIS and other registrar-related tasks; manages classroom assignments and change requests. Maintains website; administers the student-evaluation process; has overall supervision of commencement arrangements; supervises student staff; assigns faculty advisors to each major/minor and distributes advising lists and codes to faculty; processes grade changes; manages keys; responds to queries regarding building and office maintenance; provides administrative support to Department Chair and Administrator; processes grade changes; other tasks as required.

Grants Administrator – Deanna Wong (dswong@bu.edu) 718 Comm. Ave. room 204A; 8-6943) The Grants Administrator, working under the direction of Assistant Dean and Director of Language Instruction, assists WLL and RS faculty with locating possible sources of funding and applying for grants, as well as processing expenses once funding is obtained.

Photocopiers, Fax, Mail

Copiers/Scanners

All faculty members are assigned a personal code by the Administrative Coordinator for use of the

copiers/scanners in Room 102 at 718 Commonwealth Avenue; please consult the Admin. Coordinator in that office if you cannot remember your code, have not yet been assigned a code, or find that your code is not accepted. The copier in STH 631 (the kitchen) at 745 Commonwealth Avenue does not currently use a code.

Scanning Documents and Images

We encourage all faculty to SCAN instead of photocopying whenever appropriate, because this saves enormous amounts of paper and toner. The departmental photocopiers are equipped with a scanning function and can scan documents to PDF and other file formats; many faculty members use this function, among other things, to produce online course materials for Blackboard Learn. Files can be e-mailed as pdf's to your BU e-mail directly from the machine. Staff can assist in teaching you to use this function. Please be sure to adhere to copyright laws when scanning and posting files. Since large files malfunction when sent by email, a good alternative is to save them to a server account for later viewing from any computer. See the Administrator to set up a server account and learn how to access it on and off campus.

Copier paper is stored by the Information Office and is replenished throughout the week by department and student staff. If you find that the STH copier is out of paper, please notify the Information Office in STH 602. At 718 Comm. Ave., the Romance Studies information office in room 103B replenishes copier paper.

Full-time faculty members will be able to make reasonable numbers of copies for professional purposes (i.e., teaching, research, administration, coordination) without being charged for doing so. Since paper and toner costs consume a hefty chunk of the departmental budget, the Department Administrator and Chair will monitor usage to ensure that it stays within reasonable levels (and will discuss apparent excessive usage with individual faculty members).

Part-time faculty are permitted use of the photocopiers for reproduction of teaching materials only; research and other copying are your personal responsibility. Please do not copy materials for teaching at other institutions. The Department Administrator and Chair will monitor usage to ensure that it stays within reasonable levels (and will discuss apparent excessive usage with individual faculty members).

General or case-by-case limits may be imposed in situations involving excessive or non-work-related copying. Your assistance will ensure minimal imposition of such constraints.

Security note: please shred extra exam copies. Although photocopier areas are meant only for faculty and staff, students do sometimes enter.

IMPORTANT: Copyright Law

In using the copiers and scanners, all faculty, at all ranks, should adhere to **good practice regarding copyright law**. For example, it is **not** permitted to make copies of entire books (or substantial portions thereof) on departmental copiers; this is in almost all cases a violation of copyright law, *even for personal research purposes*. (It's also an abuse of departmental copying limits.)

Similarly, if you use course materials that require permission from the copyright holder, it is your responsibility to use the copyright clearance service provided by the coursebook department of Barnes & Noble at Boston University or the vendor XanEdu.com, or to obtain copyright permissions yourself.

Note, however, the statement of BU's Center for Excellence and Innovation in Teaching: "copyrighted information (for example, journal articles, professional photographs, videos, audio clips) may be made available to students on the Internet, but it must be in a password-protected area . . . such that only students registered in the course may gain access." In other words, distribute copyrighted material via Blackboard Learn (BU's course-management software; see [www.bu.edu/tech/web/course-sites/Blackboard Learn](http://www.bu.edu/tech/web/course-sites/Blackboard%20Learn)).

As stated in the BU Faculty Handbook, a faculty member who reproduces copyrighted materials beyond the provisions of "fair use" and without permission "does so in explicit violation of University policy and will be subject to both legal liabilities and appropriate disciplinary action." Furthermore, a faculty member in violation of the University's policies "will receive no legal assistance from the University in the event of a dispute with a" copyright holder.

For more guidance and information on copyright issues, please consult www.bu.edu/tech/security/incidents/copyright/resources.

Other Equipment

Table or counter space, paper punch, paper cutter, paper shredder, stapler, staple remover, tape dispenser, and paperclips are provided. Confidential papers should be **shredded** rather than recycled or thrown away – see department staff for shredding if you don't see a shredder nearby.

Mail

Access to the mailboxes is meant for faculty and staff only. Students may leave messages or assignments at the Information Desk (in the case of 718 Comm. Ave., at the Romance Studies information office) and the staff will then put these in the mailboxes. If you wish to leave an item for a student, post it on your office door, or leave items for collection at the information desk; please do not tell students to collect items from your mailbox.

The University provides interdepartmental mail service; for this please use manila envelopes rather than (expensive) letterhead envelopes. Outgoing US mail requires your name and return address; postage will be added on business mail, but any personal mail should be stamped by the sender (stamped mail generally goes out slightly faster via a street mailbox instead). A box is provided near the mailboxes for outgoing mail. Mail is picked up and delivered once a day, Monday through Friday.. Packages delivered to the department are kept in the Information Office (STH 602) and a note is left in the faculty member's mailbox if the package is too large to fit. Please pick up your packages promptly; the office staff is not responsible for the security of these deliveries (and they clutter the office!).

Officially, the mailing address for all WLL faculty and staff (even those whose offices are located at 718 Comm. Ave.) is now 745 Comm. Ave. Faculty housed at 718 Comm. Ave. have mailboxes there for their convenience, but increasingly over time, the mail that shows up in those boxes will have been delivered to 745 Comm. Ave. first, and then hand-carried to 718 by departmental staff. Student workers will hand-carry mail across the street in both directions daily.

Special pick-up: If you need to make a special arrangement for valuable material, discuss this with a full-time staff member. *Express mail* can be arranged by the Administrative Coordinator: non-departmental use of this service must be reimbursed once a bill is received. *Bulk mailing* from University academic or

payroll offices is distributed in each mailbox.

Printers (745 Comm. Ave. STH 631; and at 718 Comm. Ave., rooms B02, 102, 202D, 301C, 406B, 506C)

Printers at 745 Commonwealth Avenue:

Faculty in STH can print to the photocopier in the kitchen STH 631. Your computer should be networked to this unit. Contact the Department Administrator for assistance with networking connections. If the printer/photocopier gives a “low toner” message or is out of paper, contact the Information Office staff in room 602.

Printers at 718 Commonwealth Avenue:

Laser printers are available on all floors of 718 Commonwealth Avenue, and faculty can also print directly to the photocopiers in the mailroom. Computers should be networked to two different printers so that a backup is always available. Contact the Department Administrator for assistance with networking connections. Each printer at 718 has a sticker with an ID number and telephone number; if the printer screen reads “low toner,” call the telephone number and provide the printer ID. Usually, the toner is replaced within 24 hours. If a printer on the upper floors is out of paper, please request a few reams from the student staff in 103B.

Color: The WLL Administrative Coordinator has access to a color printer that is not on the network. If you wish to print a limited number of color pages, please see a staff member.

Computers & Related Technology

Full-time faculty are provided with a personal office computer at the beginning of the appointment period. Part-time faculty offices are equipped with several computers, both PCs and Macs, for shared use. In the case of shared computers, please be attentive to the needs of others and use the computers for teaching-related work (rather than personal purposes or your own schoolwork), particularly if others are waiting.

Department Laptops & Projector

The department owns both PC and Apple laptops and a digital projector for faculty use. Please reserve either or both of these items by emailing the Administrative Coordinator and return them promptly after you are done.

Computer Problems

Report the issue directly to the CAS CSG (Computing Services Group) by submitting a Help Ticket at <http://cashelp.bu.edu>. The CSG’s responsibilities include technical aid, answering software questions, and installation of computers and software purchased by the Department. It is important to keep records (a written log, with dates and details) of problems with hardware or software, as well as records of the help that has been sought and given to remedy the problems (e.g., retain copies of email exchanges about any problems). If you are unable to resolve your computer problems in a satisfactory way after reasonable attempts to do so, please contact the Department Administrator and forward related

correspondence you've had with the CSG or others.

Online Course Materials

The use of a course site (Blackboard Learn) is strongly encouraged, not least because it is the recommended way to distribute all copyrighted materials. See [http://www.bu.edu/tech/teaching/lms/Blackboard Learn/instructors/](http://www.bu.edu/tech/teaching/lms/Blackboard%20Learn/instructors/). In addition, Shawn Provencal, the tech guru at the Geddes Language Center, generously consults (as his time allows) and assists in the preparation of materials for WLL courses. You may contact Shawn by email at shawnp@bu.edu.

Teaching with Technology

First familiarize yourself with Blackboard Learn (through the Faculty Link or [http://www.bu.edu/tech/teaching/lms/Blackboard Learn/instructors/](http://www.bu.edu/tech/teaching/lms/Blackboard%20Learn/instructors/)). For further options, including assistance with film clips and other digital presentation methods, consult with Shawn Provencal at the Geddes Language Center shawnp@bu.edu.

Computer Labs (CAS 227 and CAS 330)

If you would like to hold a class in a computer lab, email the Administrative Coordinator with the course number, date and time of the class meeting, as well as any software requirements you might have. Plan ahead. If the language you teach requires specific software, CAS Computing Services requires notification at least two weeks in advance of the planned class meeting, if software needs to be purchase and installed.

Smart Classroom STH 636

This room is equipped with a smart screen that connects wirelessly with one of the department's Macbooks. It is also possible to connect a PC with a cable, available in Room 602. Please ask the Administrative Coordinator for help with this technology.

Tutorials

Many excellent computer tutorials are available free of charge during the semester; see www.bu.edu/tech/training/classroom. These tutorials can assist you with everything from programs like Microsoft Word and Excel to Blackboard Learn to web design. Also, don't overlook the extensive suite of online training modules (including Microsoft E-Learning videos that BU has licensed) available at www.bu.edu/tech/training/online.

Supplies

Ordinary office supplies are available throughout the year from the Information Office (STH602). Most day-to-day supplies are immediately available; other requests can usually be fulfilled within 48 hours. Please contact the Department Administrator with special requests.

Telephones

For campus calls: Dial the last 5 digits of the number. Boston University numbers begin with 35- and the area code is 617 (i.e., 8-5032 is the on-campus version of 617-358-5032).

For off-campus calls: Dial 9, then the number starting with the area code (even 617 must be dialed).

Further information on BU phone systems can be obtained at <http://www.bu.edu/tech/comm/>

Business Cards

Full-time faculty members will receive business cards when newly hired or when appointed to a new title that they are likely to retain for more than a year. Please make your request to the Administrator, making special note if you have demonstrable need for bilingual cards. Unfortunately we cannot ordinarily purchase business cards for part-time faculty.

Office Space

Offices are allocated by the department chair according to need, with the assistance of the Administrator; we recognize a serious shortage of office space and are doing the best we can to manage within our constraints. No faculty member of any rank “owns” his or her office in perpetuity, and while we do what we can to respect and accommodate faculty preferences, any faculty member may be asked to move offices as departmental needs dictate.

We recognize the many difficulties that part-time faculty face in sharing an office with multiple colleagues. While our ability to improve the situation is limited, we do encourage you to keep us posted about the most difficult issues you face as a result of this arrangement.

We also recognize the inconveniences of being a department housed in two different buildings, and are open to suggestions for how to make things work more smoothly given this fact.

Keys

If you are joining the department for the first time, you may obtain office keys and a front door key for your building from the Administrative Coordinator. If you misplace your key you may sign out a key from the Information Office. Please take care of keys, given the large numbers of people using the buildings daily. If you stop teaching for the department, please return your keys to a staff member on the last day you are present in the building.

Seminar and Meeting Room

The WLL Seminar and Conference Room is STH 636. The room seats 25 and has modular tables to accommodate smaller groups conveniently. It has a designated smart screen for power point presentations. Instructors who do not have their own laptops may borrow one from the Administrative Coordinator. Some classes are scheduled there, and at all other times it is available for all manner of department meetings. For meetings, it is essential to schedule the room with the Administrative Coordinator. Even for impromptu use of the room, please check the schedule to ensure that you will not be interrupted by a group or class that has scheduled use. To request that an upcoming course meet here, see the Administrative Coordinator.

Internet

A wireless internet connection is available at both 745 Comm Ave and 718 Comm Ave; for information on the various wireless options, and instructions for connecting using your mobile device, see www.bu.edu/tech/accounts/wireless. Please note that the use of devices which create their own wireless hotspots is forbidden inside BU office and classroom spaces, because these can disrupt the BU wireless signal in the building.

All offices offer an Ethernet port for a wired connection that also enables use of the networked printers.

Security

Always remember to lock your door whenever you step away from your office and close your windows at night. Our buildings have seen a significant number of thefts, usually during regular business hours.

Departmental Events & News

Departmental news and events can be promoted and/or announced through several electronic outlets, including the “News & Announcements” page on the WLL website, the WLL Facebook page <http://www.facebook.com/wllbu>, and the Boston University calendar. Please take advantage of these channels and submit announcements, lecture dates, items to be added to the Department calendar, or other important, miscellaneous information pertaining to the Department. Please email submissions to the Administrator to publish. Official messages about courses or requirements can be sent to students in a given class or set of classes by the Academic Coordinator on a limited basis. Please check with your convener or language head to arrange this.

Kitchen

Each building includes a small kitchen: STH 631 at 745 Comm. Ave. (opposite the lounge STH 611), and room 104 at the rear of the ground floor of 718 Comm. Ave. These are available for use by all WLL faculty and staff. *As a courtesy to colleagues, please ensure that you keep the kitchen and all appliances clean.* It is also your responsibility to remove your outdated items from the fridge, which is used by many different people.

Bulletin Boards

Bulletin Board space is limited in both buildings. Please submit postings to a WLL staff member and respect the contents of each board: staff will regularly remove unrelated or outdated materials.

We ask that you not tape or pin materials to the walls.

Lectures, Activities & Student Events

The department has modest funds available to support occasional lectures by outside speakers, special activities or projects, or student events in and out of class.

Significant travel expenses or large honoraria for guest lectures are beyond the reach of this budget, but in those cases you are encouraged to assemble funding from a number of sources, WLL being just one piece. Applications to support a lecture should include a letter to the chair describing the speaker, the topic, the date and venue, the audience envisioned and how a significant audience size will be ensured, as well as a copy of the speaker's CV. Also include with your request an Event Request Form, which is available on the Faculty Resources page of the WLL website www.bu.edu/wll/resources/for-faculty.

WLL can also sponsor a limited number of special events, activities, or small-scale initiatives in keeping with its teaching and research missions, or (more often) can be one of several funding sources tapped to support such events or initiatives. Discuss possible suggestions with the chair. Proposals for events ALWAYS require advance approval and should be submitted, including a detailed budget, to the Administrator at least 6 weeks before the date of the event. Applications are available on the Faculty Resources page of the WLL website www.bu.edu/wll/resources/for-faculty. *Original receipts* are required for all reimbursements and should be submitted through the Concur Travel and Expense Reporting system.

Funds for Language Program Activities

WLL will no longer provide reimbursement for treats and snacks for individual classes. Instead, we will encourage cultural gatherings that embrace students from all levels of a particular language and are attended by language instructors as well. Please work with your Language Head and the Chair to develop ideas for these events, which might take place once or twice a semester.

Professional Travel

For general information about university travel, see www.bu.edu/travel.

Professional travel for full-time faculty is supported both by the College of Arts and Sciences and, more modestly, by departmental funds. In addition, lecturers, occasionally including part-time lecturers and Teaching Fellows, can request support from the professional-development fund administered by the Director of Language Instruction; route inquiries through the Grants Coordinator.

Faculty with research funds should not request funding from these other sources (WLL, CAS, Director of Language Instruction) unless they can show that their research fund is exhausted.

WLL has limited funds to support professional travel; full-time faculty at all ranks are eligible to apply for such resources as it has. Fortunately, CAS has far more ample resources to support travel than the department does, and both lecturers and professorial-rank faculty may take advantage of it. The CAS

faculty-staff handbook at www.bu.edu/cas/faculty-staff/faculty-staff-handbook/research explains the guidelines for CAS support of faculty travel:

The College of Arts and Sciences Conference Travel Fund can provide up to \$2,000 for international travel and \$750 for domestic travel within the US and Canada in order to participate in scholarly conferences. [CAS offers these travel funds for both professorial faculty and full-time lecturers.] Criteria for consideration for funding include: (1) the purpose of the travel should be participation in a prestigious scholarly conference to deliver a paper; and (2) the faculty member has no other source of support through research grants, professional accounts, or departmental sources to cover the expenses. These funds may be applied to any reasonable expense associated with conference participation, including airfare, transportation costs, lodging, meals (not alcohol), and conferences fees.

Again, please note that CAS will not fund any faculty members whose research accounts could cover their travel. To apply for funding, draft a brief electronic memo at least three weeks before the start of travel with

- a copy of the invitation (translated if necessary),
- details about the conference (identify the conference, location, and the title of the paper or presentation),
- a brief abstract,
- a cost estimate, and
- a statement about other possible sources of funding, including explanation of why research funds will not be able to cover the costs.

Professorial faculty should send this email directly to Richard Wright (rwright@bu.edu). Lecturers should instead send the email to the WLL chair, who will forward it to CAS with a brief endorsement.

in order to receive reimbursement, faculty will be required to supply receipts as well as

- a copy of the part of the program that cites the grantee's participation

Faculty requesting WLL departmental funds to support travel should complete the Travel Request form at www.bu.edu/wll/resources/for-faculty and submit it to the Administrator by **October 15** if possible; a portion of funding will be set aside for Spring semester applications, which should be submitted to the Administrator by **March 1**. Please understand that available funding may not cover all costs; the Chair or Administrator will let you know what level of support we can provide.

You must submit an expense report in Concur within 30 days of your trip. See <http://www.bu.edu/travelservices/resources/training/>

Short's Travel Management is the University's travel agent. To contact them you can call (617) 353-1700 or email travelbooking@bu.edu. However, you are encouraged to book travel yourself through Concur; this will make your expense reporting much simpler.

Concur Travel and Expense Reimbursements

All travel and expense transactions must go through the Concur System. Faculty members—full- and part-time—should begin by enrolling in the system following these instructions:

1. Go to www.bu.edu/buworkscentral/
2. Log in
3. Select Employee Self Service from top bar
4. Click Travel Reimbursements
5. Underneath Concur Travel and Expense Reporting, click Manage Business Travel Arrangements and Reimbursements
6. Log in again
7. Concur Home page will appear. At top right, click on Profile
8. Select Profile Settings
9. Select Profile Options
10. Select Expense Delegate, click Add
11. Enter cmcook@bu.edu as Delegate
12. Click Add
13. Make sure you click all permissions: can prepare, can submit, etc. and click SAVE
14. Go back and fill in personal elements of profile—your home address, contact #s and email.

To prepare an expense report, refer to the training site <http://www.bu.edu/travelservices/resources/training/> or see the Department Administrator for help.

Faculty Academic Policies

Class Times

The University functions on a “block scheduling” system:

<http://www.bu.edu/policies/academics/course-scheduling-charles-river-campus/>

Faculty should observe class times as strictly as possible. If you often come late, students likewise begin to drift in late; and running over time inconveniences your students (our campus is large and a student’s next class may be far away). Not ending class on time also inconveniences faculty and students waiting to use your classroom. Habitual failure to conform to either starting or ending times may be grounds for non-renewal of teaching contracts.

On MWF 1-2pm no classes or faculty office hours may be scheduled in WLL in order to allow meeting times without conflict.

First Day of Classes & Course Syllabi

The following information should be given to your students at the first meeting of all courses (and to new students who arrive after the first day), and should also appear on your syllabus:

- Instructor’s name
- Office hours and location
- email address and/or telephone contact
- Title, number, and description of course
- Attendance expectations and description of participation required of students
- Details of all papers and exams together with expected due-dates for these
- URL of BU academic-conduct code: www.bu.edu/academics/resources/academic-conduct-code

You should also discuss prerequisites and placement-exam issues for the course to ensure valid registration of all students. Please consult www.bu.edu/ceit/teaching-resources/writing-a-syllabus in preparing your syllabus. For any first- through third-year language course, the following statement should also be included on the syllabus:

PLEASE READ: Absence from any class during the first week will be interpreted as your decision to drop the course, thus creating a vacancy for the next student. If you cannot attend a class, notify the instructor before the class.

If your most recent course in this language was not taken at Boston University, you must take a Placement Exam before you are officially admitted to a section. (Placement exam information is available at STH 602 [745 Commonwealth Avenue] and at www.bu.edu/wll/academics/placement/index.html.) If you have taken a college-level course outside of BU for which you are receiving transfer credit, the level must be evaluated by the Language Advisor in the CAS Advising Office, 100 Bay State Rd. room 401, before the end of the WLL drop/add period (*one week only* for this Department). Duplication of credit for

courses taken at the college level is not allowed.

We recommend that you have a website created for your course on Blackboard Learn; this step is a very simple matter and is done via the Faculty Link www.bu.edu/link/shortcut/faculty. Your syllabus should be posted on your course website, and other documents and resources can be uploaded there as well.

Student Conduct

Students and instructors are expected to be familiar with the standards of academic conduct as elaborated in the BU Academic Conduct Code. All faculty members should include this URL on their syllabus (and read the Code themselves!): www.bu.edu/academics/resources/academic-conduct-code. In general, teaching of foreign languages may raise questions of academic misconduct that are not covered explicitly by the code. Course coordinators, Language Program Heads and WLL's Director of Undergraduate Studies will be helpful resources for discussion of these challenges.

Cheating, no matter what form it takes, should not be tolerated. At the beginning of each course, instructors should emphasize that plagiarism and other forms of cheating will be taken very seriously. If you suspect that a student has violated the code, consult with both your course coordinator and Language Program Head and also notify the Director of Undergraduate Studies. Keep records of all communications and of any evidence you may have. The disciplinary procedures are carefully designed to produce a fair result for the instructor and the student, including special consideration for first-time offenders. ***Do not try to handle a case of misconduct on your own without following the procedures in the Code.*** Please note in particular this part of the code: "Students who believe that a faculty member has penalized them for alleged acts of academic misconduct without having followed the procedures set forth in this Code should make their concerns known as soon as possible to the dean."

Problems with attendance, behavior, academic performance or similar matters in language courses should be discussed with the course coordinator (where applicable) and the head of the language program, who will refer issues to the convener as necessary. You may also speak directly to the Director of Undergraduate Studies or, especially in urgent or severe cases, the Chair. In literature courses, report to the convener directly. If the problem cannot be resolved, the Director of Undergraduate Studies will be your conduit to further assistance. Instructors should keep copies of e-mail and written communications with students and make notes of conversations whenever possible.

Note too that in principle, a student can file a legal **petition to read all e-mails that faculty have sent** to other faculty or administrators about that student; circumspection (or at certain times, a phone call in lieu of e-mail) is advised.

Educational Resource Center Tutor Guidelines

The Educational Resource Center (ERC) at 100 Bay State Road offers tutoring to all BU students without extra charge. Please help make students aware of this resource.

The following guidelines for work between tutors at the Educational Resource Center (ERC) and foreign-

language students have been approved by the WLL faculty. The ERC issues these guidelines to any student who will be receiving tutoring in WLL languages.

- 1.) Tutors are not proofreaders. Tutors will not accept compositions or other similar work for the sole purpose of editing.
- 2.) A tutor is not responsible for identifying every mistake or incorrect aspect of your work.
- 3.) Any draft brought to a tutoring session will be properly marked and signed by the tutor in pen. You must submit this signed draft to your professor along with your final draft.
- 4.) Professors of languages remain in contact with the ERC concerning individual usage of our services. Language faculty encourage all students to improve their work with a tutor's help provided all the parties adhere to the policies and procedures set forth by the ERC for language tutoring.

As these guidelines note, if you have questions about your students' use of language tutors, please inquire of the Educational Resource Center (erc@bu.edu)

Room Assignments for Classes & Other Meetings

See the Administrative Coordinator for information about classroom assignments. It is a good idea to check the Link as soon as rooms are assigned to be sure that the classrooms you have been assigned meet your needs. There is a severe shortage of classrooms at BU at most hours of the day, and CAS does not guarantee that a classroom change is possible; but your chances are vastly better the earlier you file the request.

Request classroom media support services at <http://www.bu.edu/tech/instructional-support/classroom>. Many media items are also available in Geddes: <http://www.bu.edu/geddes>, whose service is quick and friendly.

A key to BU building codes is available at www.bu.edu/reg/registration/abbreviations-and-codes. Maps to all BU buildings, facilities, and offices are at www.bu.edu/maps. You can search by many means, including BU abbreviations (KCB, SMG, STH).

Cancellation of Classes

Cancellation of classes by the University because of inclement weather is rare. In many years there are no cancellations. For information about possible cancellations when weather conditions are poor, call 617-353-SNOW or consult the University's homepage at www.bu.edu. For further information about media outlets where cancellations are announced officially, see <http://www.bu.edu/hr/bu-life/campus-emergency/emergency-closing/>. If classes are cancelled, the Department's offices will also be closed.

If circumstances oblige you to cancel a class at relatively short notice (e.g., because of illness), please take advantage of the mass email capabilities of the Faculty Link, which permits you to send a single message to all of the students in a given class.

- *CAS, out for one day:* If you cannot meet your class for one day, you should try to find a replacement. If you cannot, call the Administrative Coordinator at 3-6248 (if no answer, call the Department Administrator at 8-5206). A notice will be posted in your classroom. If you have office hours on that day, please also advise the staff member if they too will be cancelled.

- *CAS, out for more than one day:* You need to give written notice to your coordinator or language head (for literature courses, your convener) and consult with him/her regarding a replacement.
- *CAS, out for three days or longer, anticipated absence:* Give written notice to your coordinator or language head (for literature courses, your convener) who will notify the Chair. This is in line with CAS/GRS policy: “CAS/GRS Policy of anticipated faculty absences from campus of longer than 3 days during any period when school is in session: All such absences require approval in advance from the Department Chair. In all such cases, satisfactory provisions must be made for classes to be covered by other faculty members or rescheduled.”

Please note that it is your responsibility to inform the department if you must cancel a class, even for reasons beyond your control (e.g., if your home is snowed in).

Filling in for Absent Colleagues

The College of Arts and Sciences expects that full-time faculty members will on occasion help out colleagues who must miss a class (or two or three) by taking over their classes. This assistance falls under the rubric of “collegiality” and is not remunerated. If a faculty member fills in for a longer period of time, it is possible that compensation will be approved; consult with the Administrator as early as possible. Part-time faculty may be asked to fill in only when other options have failed; they are normally compensated for their extra labor, but again the Administrator must clear the arrangement with the Dean’s office in advance.

Drop/Add Procedures

Registered students must attend every class during the first week or contact the instructor; if not, they will not be considered as registered. See www.bu.edu/cas/students/undergraduate/forms-procedures/class-adjustment-guidelines for the procedures by which students may add/drop/change courses. Students wishing to add or change language sections in WLL have one week to make the change, and while print forms are still in use, most students use the Student Link instead. No instructor signature is required to drop a course, nor to add one via the Student Link as long as there are seats available and the section has not been closed. **Students should ordinarily not be added beyond the posted enrollment limit;** please discuss such student requests with the head of your section, and do not feel pressured to increase the class size beyond what is reasonable. Keep in mind that classrooms are assigned by the Registrar based on enrollment limit and that over-enrolling a course may result in a cramped classroom.

Office Hours

Part-time Faculty

Part-time faculty must hold at least one office hour per week for each course taught.

Full-time Faculty

Three hours minimum per week, held in two or more different time slots so that students with a conflict on one day may still be able to come on another.

Forms or email requests will be distributed at the beginning of each semester requesting your office hours. Please reply promptly so that your office hours can be posted on the website. If you make changes to your office hours during the semester, please inform the Administrative Coordinator and the student staff in STH 602.

If you cannot keep your office hours because of extenuating circumstances on a particular day, please email your students and also call our Information Desk (8-5032). A staff member will take note for any student inquiries and post an absence note on your office door for that day.

On MWF 1-2 no classes or faculty office hours may be scheduled in WLL in order to allow meeting times without conflict. Watch your email for announcements of forthcoming meetings.

Final Examinations & Final Grades

During the brief Reading Period following the end of classes in CAS, **NO** classes, examinations, or review classes may be scheduled. All WLL *language* courses require a final examination unless an exemption is requested from and approved by the Chair, and these exams must not be held during regular class sessions but at their regularly scheduled final exam slot (2 hours in length). Giving an “early” final examination effectively shortens the semester, and denies the study time that otherwise would be available.

Literature courses may opt to substitute other assignments for a final exam (though final exams are often appropriate in literature courses too); instructors choosing this option should notify the Administrator in the first week of the term so that the course can be omitted from the University’s final exam roster.

If the scheduled date for your final exam presents intractable difficulties for you, please inform the staff at an early date: it is extremely difficult to reschedule examinations at short notice, and may cause serious scheduling problems for students.

Bluebooks are available in the Information Office.

Change-of-grade forms are available from the Administrative Coordinator (hard copy only), and are to be completed by the faculty member and returned to the Admin Coordinator, who will submit them to the Chair for signature. **No faculty member, including Heads or Conveners, may submit a grade change form on behalf of another instructor.**

Students are required to stay on campus until their last exam is complete; you are discouraged from allowing special arrangements for students who wish to leave campus early.

There are special proctoring arrangements available for students who have more than two exams scheduled on the same day; see www.bu.edu/reg/general-information/final-exam-information/final-exam-policy for more information. If your exam requires special equipment, such as a listening portion,

you may encourage the student with three exams in one day to seek the alternate proctoring for a different course that does not have such elements in the exam. Often WLL students will approach us first because we have smaller classes, but it is not always the right exam to reschedule.

All course grades are entered online through the Faculty Link. See <http://www.bu.edu/reg/general-information/webgrade-for-instructors> for instructions. It is your responsibility to ensure that all final grades have been correctly submitted online before leaving the Boston area.

Instructors have full individual responsibility for the grades they assign; no one, including language heads, conveners, or the chair, can dictate to an instructor how to grade any given student.

The normal WLL grading scale is the traditional:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

There is no curve or quota. In multi-section classes, consistent use of this scale is especially important to ensure uniformity of grading practices.

Do not **inflate** your grades. In all courses instructors should endeavor to reserve A and A– grades for genuinely distinguished work and are expected to make use, as appropriate, of the full scale of available grades. (Again, there is no curve; but there should be room for several notches of poor work below a B–, which is to say that B– or even C should not become the absolute bottom of your scale.) Instructors who consistently give grades that are out of step with comparable classes may be asked to discuss this pattern with the chair.

Occasionally a student will come to instructors either before or after the issuing of final grades, saying (e.g.) that they will lose their scholarship if they don't get a better grade. The dean's office exhorts faculty not to compromise their standards in the face of any such pressure; the situation is almost always more nuanced than students suggest, and your integrity should support you in upholding your grading standards.

Please avoid giving **Incomplete** grades when possible. Incompletes are contracts to complete certain specific assignments and may therefore not be used in cases where a student has simply disappeared from your course without contacting you. To give an incomplete, fill out the form (available through the departmental website at www.bu.edu/wll/resources/for-faculty or from the Administrative Coordinator); it must then be signed by both the student and instructor before being approved by the Chair. This form sets out in clear terms the make-up work needed and the time restrictions. The period of time allocated should be the minimum reasonable time, and may in no case exceed one calendar year (at which point an unresolved incomplete becomes an automatic failing grade). Once the student has finished the outstanding work, grade-change forms can be obtained from the Administrative Coordinator. Students should not finish an incomplete by attending the course a second time. Significant absences should be handled through a grade which reflects those or, in the case of illness, medical leaves

approved via Advising. The Director of Undergraduate Studies can advise you in these matters.

Return of Examinations

Faculty should keep exam scripts for one year in case of student queries; or scripts may be returned to students. CAS policy is that students should not be able to read each other's scripts: leaving all exams in a single envelope for students to collect is therefore not appropriate.

Graduate Students in WLL Classes

Graduate students should be made welcome in WLL classes. In order for them to take WLL 100- to 400-level classes for credit under their fellowship terms, the chair of the student's home department must send an email request to the Dean of the Graduate School; such requests are routinely approved. Many students and even some department chairs may be unaware of this provision. Please spread the word.

Evergreen Program

Members of the Boston community aged 58 and older may request to audit your courses under the auspices of the BU Evergreen Program <http://www.bu.edu/evergreen>. These students can be an enriching presence in your classroom, but you are not obligated to accept them in your course. If you do assent, you may want to discuss your mutual expectations about how they will participate in classroom discussions, obtain readings, and so on. Please ask to see these students' Evergreen Registration Forms, since they are supposed to have paid a small fee for this privilege and this paperwork is BU's only way of tracking them. When they complete the paperwork, they will appear on your student lists, and it should be possible to add them to your Blackboard Learn site, if they are not automatically included.

Consortium Students

Boston University allows cross-registration for students attending a consortium of local universities consisting of Tufts University, Hebrew College, Boston College, and Brandeis University. If such students join your classes, please be certain that they complete the proper paperwork on their campuses to be officially registered for the course. They should show up on your official class roster if so.

Department Organization & Procedures

Faculty Ranks

Full-time faculty: Professor, Associate Professor, Assistant Professor; Master Lecturer, Senior Lecturer, Lecturer; Professor of the Practice, and Professor Emeritus

Part-time faculty: Lecturers

Lecturer Appointments

Full-time Lecturers

Full-time Lecturer vacancies are advertised and candidates are sought and selected through a full national search. Full-time lecturers in CAS normally receive initial appointments of two academic years, followed by a two- or three-year reappointment upon satisfactory performance. The normal appointment cycle will be 2-2-3 years, in order to permit full evaluation of teaching skills, though some appointments may diverge from this at the discretion of the chair or dean. Full-time lecturers carry some service obligations to the program and department in addition to their teaching responsibilities.

Senior Lecturers ordinarily hold 3 to 5-year appointments. The position of Senior Lecturer is not in itself an administrative role; that is to say that in all matters except consideration for promotion, senior lecturers are the peers of lecturers and not their superiors. (This is exactly comparable to full professor and associate professor.) Master Lecturer appointments are for 5 years.

Part-time Lecturers

Each year, on the basis of department need and evaluation of performance, part-time lecturer appointments and reappointments are made.

Criteria for Reappointment of Part-time Instructors

In general, part-time instructors are expected to demonstrate excellence in teaching, to be accessible to their students through office hours and email, and to participate in and (in multi-section courses) to contribute to relevant coordination meetings. They must also demonstrate currency in the field of language teaching, especially when previous evaluations have determined some need for improvement. Eligibility for reappointment will be determined as follows:

Review of updated CV

Multiple measures of teaching effectiveness (standard departmental evaluations with student comments, review of grade distribution, peer observation, etc.)

Participation in and contribution to relevant curricular meetings – either in person or virtually

Adherence to syllabus; proficiency-oriented enrichment of textbook and other course materials

(significant changes to requirements, pacing or materials require consultation with coordinator and/or head of the language program)

Range and ability to teach multiple levels or course types

Evaluation of instructor's currency in the field (through teaching, review of course materials, participation in free professional development, demonstrated improvement)
 Effective use of instructional technology
 Following through on program/department policy or guidelines on administrative matters such as administering evaluations, submitting final grades in a timely fashion, etc.

Teaching Fellows

This handbook generally does not distinguish between part-time lecturers and teaching fellows; what is said of part-time lecturers usually applies to teaching fellows as well.

Secondary Administrative Appointments

Responsibilities of Secondary Administrative Appointees

Associate Chair: Oversees all full-time and part-time lecturers; superintends teaching observations; monitors student evaluations; leads Academic Planning exercise, reviews course Topics descriptions and Bulletin submissions, and assists Chair in other matters as needed.

Director of Undergraduate Studies: Responsible for direct oversight of the advising system and student academic affairs. Works with faculty to improve advising in each of the major and minor programs; pursues optimal integration with study abroad; coordinates student awards; oversees academic-conduct affairs; manages outreach, recruitment, information effort on behalf of WLL majors, minors and 10 languages.

Lecturer Coordinator: Serves on Departmental Executive Committee; serves as liaison between language heads and chair; assigns mentors to junior FT lecturers; manages applications and mentors FLTA and ALLEX fellows; advises lecturers in applying for promotion; helps lecturers interpret classroom observations and student evals; assessment

Conveners

Responsibilities of Conveners

- Facilitate communication among all faculty in their section and the Associate Chair and the Chair
- Collaborate with and offer support and guidance to the Head of the Language Program
- Advise and assist Heads of Language Programs in recruitment and endorsement of prospective new part-time teachers (Formally, part-time appointments proceed from the chair and are executed by the dean; language heads and conveners are advising the chair rather than appointing anyone directly.)
- Review the student evaluations of all full-time lecturers and meet privately with each full-time lecturer to discuss them.
- Oversee advising for majors and minors, where applicable.
- Work with the language head to monitor enrollments

- Facilitate the development of new courses in consultation with language head and all full-time faculty, with explicit attention to their place in any relevant major or minor program and a 3-year plan for the teaching rotation.

Convener appointments are made by the Chair and may be rotated periodically as a matter of course.

Heads of Language Programs and Course Coordinators

Head and coordinator appointments are made by the Chair and may be rotated periodically as a matter of course.

Responsibilities of Heads of Language Programs

- *Academic planning of the language program:* Review objectives and performance of language curriculum as a whole and undertake development and revision of it at appropriate intervals. Solicit teaching preferences from faculty and recommend course assignments to the chair each semester. Plan course offerings and course schedule for upcoming semesters based on consultation with other faculty. Develop and solicit ideas for new courses and assist Convener in reviewing and improving proposals for new courses. Create and periodically revise syllabi after establishing objectives of courses. Select books. Ensure smooth articulation between courses. Periodically review placement methods and results, and revise placement procedures as necessary. Establish guidelines for grading; oversee preparation of midterm and final exams. Organize co-curricular activities for students.
- *Administration of courses:* Supervise placement procedures and participate in proctoring and correction of placement exams. Instruct teachers on administrative details to be completed throughout the semester. Actively monitor enrollments in all language courses both during enrollment period and during the first weeks of classes, working with the Convener, Associate Chair and Chair as necessary to cancel or add sections. Inform instructors about BU grading standards. Meet with students to resolve problems. Schedule and direct meetings of instructors throughout the semester; to the extent possible, all meetings should be held at times when all full-time faculty are able to attend, as they are expected to.
- *Evaluation and training of the language instructors:* Review student evaluations of part-time faculty together with the Convener of the section and help suggest full-time faculty who should be nominated for teaching awards. (But note that all full-time lecturers' student evaluations are reviewed by the Convener, not by the Head of the Language Program.) Monitor adherence to BU grading norms. Ensure that all instructors are visited according to the departmental schedule. In larger sections, some of these visits can be delegated to other full-time lecturers or professors. Visit instructors personally in every case of doubt as well as to offer support and guidance. Consult with the Convener about the need for any follow-up evaluation of teaching. New faculty should always be observed on a consultative basis in the first month of the semester (September or January). Early semester visits do not need to result in a formal report, but please schedule follow-up conferences to discuss the class hour with the instructor in question and provide mentoring. The Department Administrator will request evaluative class visits for part-time lecturers, and these visits should result in a formal letter that is submitted to the department; a copy of the letter should also be given to the instructor observed, accompanied by a meeting in which both the supervisor and the observed

faculty member reflect on the class and suggestions for further improvement. These letters become part of a faculty member's permanent file and are used in reappointment, promotion, and other official procedures, often many years later; they should be written with those uses in mind.

- *Other responsibilities:* Schedule, proctor and correct placement examinations. In consultation with the Convener, recruit and recommend to the chair the appointment of new part-time teachers. Work with the director and staff of the Geddes Language Center to effect appropriate uses of that facility and other instructional technologies. Inform, orient and train successor when rotating out of the Head role.

Responsibilities of Course Coordinators

- *Academic planning of the course:* Develop the syllabus and establish objectives of the course. Help select books. Establish guidelines for grading, prepare midterm and final exams, and review quizzes. Depending on experience level of part-time faculty, some exams and midterms may be prepared independently but the coordinator is responsible for their overall quality. On occasion, organize co-curricular activities related to the given language level.
- *Administration of the course:* Instruct teachers on administrative details to be completed in the first two weeks of class and throughout the semester. Confer regularly with instructors so that you can monitor enrollments in the sections you coordinate; work with the head of the respective language program, Convener, and Associate Chair or Chair as necessary to cancel or add sections; ensure that all students are properly placed; inform instructors about BU grading standards; meet with students to resolve problems and refer as appropriate to the head of the language program. Schedule, coordinate and direct meetings of instructors throughout the semester.
- *Evaluation and training of the language instructors:* Visit all instructors being coordinated at least once per semester. Consult with the head of your language program and Convener about the need for any follow-up evaluation of teaching. New faculty will be observed in the first month of the term (September or January). Schedule follow-up conferences to discuss the class hour with the instructor in question.
- *Other responsibilities:* Assist as necessary in proctoring and correction of placement examinations. Help in the interviewing of prospective teachers. Work with the Director and staff of the Geddes Language Center to effect appropriate uses of that facility and other instructional technologies. Teach (or have recently taught) at least one course among those coordinated. When one of the courses is new, the coordinator will teach that course.

Rotation of Administrative Duties and Course Assignments

For how long should a Course Coordinator and the Head of a Language Program serve in these positions?

Course Coordinators and Heads of Language ordinarily will serve a term of three years, or longer in exceptional circumstances and with the endorsement of the Chair in consultation with the Section. They may step down sooner if they wish. These appointments are renewable every year in accordance with University rules.

For how long should an instructor teach one level or course before moving on to another level or course?

All full-time lecturers are expected to move freely throughout the course levels (100-500) at regular intervals, without necessarily following a “linear” or “consecutive” sequence. Any course created by a particular faculty member may be taught by any other qualified instructor. Schedules and course assignments will be determined without regard to rank, degree or seniority (i.e., Senior/Master Lecturers, those with a PhD, etc. will not be given preference in teaching schedules or assignments).

How should the course assignment policy be monitored?

The Heads of Language will work with the Section to ensure fairness in course assignment and class scheduling (days of the week, class times, no more than two class preparations if possible,, etc.), following the policies above. In case of conflict, the departmental leadership will arbitrate and make a final decision after consulting with the Section. Full-time faculty are expected to be available to teach and hold office hours five days a week during regular business hours.

What are the criteria for choosing a Course Coordinator?

Faculty interested in serving as Head or as a coordinator should submit a letter of interest to the departmental leadership in early March outlining their vision for the course to be coordinated and explaining how they see themselves working with their instructors (colleagues, part-time lecturers, FLTAs and ALLEX fellows) and with the coordination team as a whole. The relevant Head of Language, the Assistant Dean of Language, and the Chair will read these proposals and rank them. Efforts will be made, when possible, to extend coordination opportunities to those qualified faculty members who are building their portfolios in advance of possible promotion to Senior or Master Level Lecturer. To facilitate transitions, current heads and coordinators will allow future coordinators an opportunity to “shadow” them, as soon as possible, in advance of assuming their new role.

What are the criteria for assigning summer teaching?

All interested qualified full- and part-time faculty are eligible to teach summer courses on a rotating basis, without priority given based on rank or title. Faculty interested in developing new courses for the Summer Term should seek the approval of the Chair prior to submitting an official proposal.

Annual Reports & Merit Review for Full-time Faculty

Annual reports from full-time faculty, for transmission to CAS, are due in early February. These are to be completed electronically; CAS will email instructions early in the semester. Copies of all publications claimed on your annual report should be submitted to the Administrator for the chair’s reference. These will be returned to you.

Tenure & Promotion for Eligible Faculty

See <http://www.bu.edu/cas/faculty-staff/faculty-staff-handbook/faculty-personnel-issues/tenure-and-promotion-policies-and-practices/>. Questions about the tenure process should be addressed to the Chair or the Administrator as appropriate. Also available to you is Alexandra Lundsted, the tenure and promotions coordinator in Faculty Actions (lundsted@bu.edu).

Lecturer Promotion Ladder in WLL: Dimensions Considered in Selection of Nominees

CAS policies and timelines for lecturer promotion can be found here: <http://www.bu.edu/cas/faculty->

[staff/faculty-staff-handbook/faculty-personnel-matters/cas-lecturer-promotion-process/](#)

The following are the dimensions considered for promotion specific to WLL.

Promotion to Senior Lecturer in WLL: Dimensions Considered in Selection of Nominees

Lecturers who will have completed five years of full-time service at Boston University by August 31 of their review year are eligible to apply for promotion to Senior Lecturer.

Promotion to the rank of Senior Lecturer is not only a reward for exceptional teaching and service in the past; it is also a recognition of a candidate's potential to make unusually significant contributions to WLL and the University in the future. The dimensions of attainment and demonstrated promise that WLL weighs when nominating candidates for promotion are given below. Within each category and across categories, there are many different ways to be an WLL Lecturer of the highest quality. Consequently, there is no checklist; those successfully promoted in the past have had widely differing profiles with respect to these dimensions. Although it is difficult to envision a successful candidate who did not show great strength in the first two areas (teaching and service/leadership within BU), many promotions will go to candidates who present little or nothing in one (or more) of the remaining three categories. Those who do have significant accomplishments among the last three areas, however, can be assured that these will be seen favorably.

1. Excellence in teaching: The primary responsibility of Lecturers at Boston University is to teach. Strong candidates for promotion will be able to document their excellence as teachers, not only through student course evaluations, but also through other forms of evidence, including reports of classroom observations, letters from students, representative syllabi, and pedagogical materials. The portfolio of courses taught by an WLL Lecturer may vary widely from language to language or over time. Some Lecturers carry all the major courses in their language. While Lecturers in other languages may specialize in some tier of the program, their portfolio will still show evidence of facility with a variety of levels and approaches. In addition, many WLL language programs enroll significant numbers of heritage students alongside students with no prior background in the language and balancing the needs of both groups is highly valued. Each case poses pedagogical challenges that will receive due consideration. Candidates for promotion to Senior Lecturer ensure they attend relevant on-campus workshops to keep up-to-date with current teaching methodologies. They are also encouraged to share their work through conference presentations and to introduce new methods to our programs, where applicable.

2. Service and leadership within the Department/University: Strong candidates for promotion will have made contributions that extend beyond their own classrooms. They will have established records of service within the Department (such as effective course coordination, significant curriculum development, participation in the training of new teachers, etc.) and be able to demonstrate the desire and potential to assume greater responsibilities if promoted to the rank of Senior Lecturer. While service and leadership within the Department will weigh most heavily, other institutional service and leadership at BU (e.g., membership on a College committee, work with study-abroad programs, active service as faculty advisers for language houses or student groups, pursuit of specific training to enhance departmental offerings, etc.) will also be regarded favorably. In WLL, enrollment issues demand continuous attention that may involve department-internal work or outreach or both. Some language programs contend with sudden influxes of students while others have been challenged with waning interest; proactive contributions to the handling of either scenario are valued. For small language programs, outreach activities can become essential to the program's very existence and are

duly weighted.

3. Service to and leadership in the profession: Candidates' service to their fields and professions will be regarded favorably in the review process. Professional service that relates specifically to the teaching of language and culture will weigh most heavily.

4. Scholarship and writing: Excellence in publications and scholarly work, especially as relevant to the teaching of language and culture, will be regarded favorably in the review process. We do not expect all candidates to publish such work however. Publication and scholarly work do not always correlate with increased teaching performance, service, or leadership, but excellent teachers and program-builders who also publish their scholarship may rest assured that their writings are highly valued.

5. Educational attainment: The attainment of a PhD degree is regarded favorably in the review process when the dossier is strong on other counts.

Tips for Preparing Your Dossier (Senior Lecturer)

As you work on your dossier for promotion to **Senior Lecturer**, look carefully at the criteria, gather evidence and keep good records of all of the activities that pertain to your case, especially with regard to the last five years. Also be sure to outline future plans. Please note that you do not need evidence for every single category, but should have significant activities in most. The following is not a form to fill out or a list to write up, but simply a set of suggestions and guidelines for categories to consider in producing your dossier and assessing your own readiness for seeking promotion. Any given item might be reflected in a different way in your dossier as appropriate, whether on your CV, in your statement, or supporting materials.

Excellence in teaching

In addition to outstanding student evaluations, provide evidence through students' letters, classroom observations, teaching awards, etc.;

Current knowledge of teaching methodologies and approaches (list participation in workshops, webinars and language conferences, evaluate their impact on your own professional development);

Application of current pedagogical approaches to your own teaching (provide evidence through your syllabi, exams and pedagogical materials);

Versatility in teaching (demonstrate that you have taught several levels of language, and, if applicable, literature and/or other subject courses in the target language and/or in English);

Collaboration on curriculum development within your language section (demonstrate how you share teaching materials/approaches and up-to-date knowledge with colleagues in your language section through section meetings, on shared websites, etc.);

Presentation of your own innovative approaches to teaching and curriculum development (discuss how you share your knowledge with colleagues beyond your language section and beyond BU through Geddes Center events, Brown Bag lunches, professional development workshops, funded language conference participation, etc.);

Other relevant forms of evidence.

Service and leadership in the department and university

Effective course and/or program coordination (describe your approach to coordination meetings, curriculum in multi-section courses, student placement and recruitment, etc.);

Active collaboration with your colleagues on curriculum design, development of teaching materials, and creation of proficiency-based assessments - beyond updating your own courses (describe your approach

to collaboration within your language section);

Active participation in the training of full-time and part-time faculty in your language section (provide examples for your approach to teacher training and mentorship);

Departmental service activities (serving on prize committees, search committees, organizing co-curricular activities, etc.);

University or college service (faculty adviser to language house or student groups, outreach, working with study abroad programs or other campus entities, organizing professional development events, etc.);

Specific training and certifications that enhance departmental effectiveness (provide information on OPI or other assessment certifications, online teaching capabilities, etc. you have acquired and applied to your program);

Grant writing and participation in grant-supported activities (describe internal grants you have obtained in support of language instruction, curriculum development, or co-curricular events or your participation in federally-funded grant programs such as STARTALK summer institutes, Globally Speaking events through Project GO, etc.);

Future plans (describe your plans for future contributions to your own language program, to WLL and the College).

Service and leadership in the profession

Participation in language-related initiatives at the local or state level (describe contribution to institutional language events, or those sponsored by state language teaching associations);

External evaluations of K-16 language programs;

Evaluation of teaching materials, instructional software, etc. for publishers or professional organizations.

Scholarship and writing

Language-related publications (provide information on articles in language journals, conference proceedings, contributions to national language resource centers, invited articles in edited volumes, textbooks, standards-based teaching materials, etc.);

Published translations;

Other scholarly or creative publications. In all categories be very clear about the nature of the publication (e.g. peer reviewed or not, digital or print, etc.).

The application for promotion requires a CV, statement, and dossier of materials. Your CV should be a professional CV following the standards in your field, and will not include all of the activities mentioned above. In preparation for applying to promotion please review your CV with attention to those professional standards.

The initial audience for your materials is the professorial faculty and senior lecturers in the department, but if nominated by the department, the dossier will be reviewed for promotion by a College level committee (by definition no WLL faculty will review your materials there), the Dean of CAS, and the Office of the Provost. Your statements and materials should be clear and convincing for those audiences as well. While your convener, chair, and Assistant Dean for Language Instruction may be able to give you advice on the materials, being able to produce a professional dossier is also part of the application process.

Promotion to Senior Lecturer–Master Level in WLL: Dimensions Considered in Selection of Nominees

Senior Lecturers who will have completed five years of full-time service as Senior Lecturers at Boston University by August 31 of their review year are eligible to apply for promotion to Senior Lecturer – Master Level.

Promotion to the rank of Senior Lecturer-Master Level is not only a reward for exceptional teaching and service in the past; it is also a recognition of a candidate's potential to make unusually significant contributions to WLL and the University in the future. The dimensions of attainment and demonstrated promise that WLL weighs when nominating candidates for promotion to Master Level are given below. Within each category and across categories, there are many different ways to be an WLL Lecturer deserving of this highest rank. Consequently, there is no checklist; those successfully promoted will have widely differing profiles with respect to these dimensions. A successful candidate must however show clear strength in the first two areas (teaching and service/leadership within BU); in the case of Senior Lecturer–Master Level, we expect greater depth and scope in these areas than with candidates for promotion to Senior Lecturer. Usually there will be significant achievement in an additional category as well.

1. Excellence in teaching: The primary responsibility of Lecturers at Boston University is to teach. Strong candidates for promotion will be able to document sustained excellence as teachers, through student course evaluations, evidence of application of current teaching approaches to curriculum design, and also other forms of evidence. In addition to the teaching accomplishments expected of Senior Lecturers, those put forward for promotion to Senior Lecturer–Master Level will have a record of contributing, and future potential to contribute, to BU and their professional field. They are expected to stay apprised of new teaching methods. They share their own approaches through presentations and introduce such methods to our programs, where appropriate, by attending relevant on-campus workshops and also regional, national, or international conferences, insofar as support for such attendance is available.

2. Service and leadership within the Department/University: Strong candidates for promotion will have made contributions that extend beyond their own classrooms. They will have established records of service within the Department (such as effective course coordination, significant curriculum development, search committee leadership, and training and mentoring of other language teachers), both within their own languages and for the benefit of the wider BU language-teaching community and demonstrable potential to assume greater responsibilities if promoted to Master Level. While service and leadership within WLL weigh most heavily, other institutional service at BU (e.g., membership on a College committee, work with study-abroad programs or initiatives in another department or college, grant-writing, active service as advisers for language houses or student groups, etc.) will also be part of the portfolio of faculty nominated to the Master Level. When a Master Level lecturer is hired from outside BU, similar accomplishments at a prior institution must be documented.

3. Service to and leadership in the profession: Candidates' service to their fields and professions will be regarded favorably in the review process. Professional service that relates specifically to the teaching of language and culture will weigh most heavily.

4. Scholarship and writing: Excellence in publications or scholarly work, especially as relevant to the teaching of language and culture, will be regarded favorably in the review process. We do not expect that all strong candidates will present such work, but excellent teachers and program-builders who also publish will see their pertinent writings valued in the promotion process.

5. Educational attainment: The attainment of a Ph.D. degree is regarded favorably in the review process when the dossier is strong on other counts. Candidates without this degree shall be in no

way disadvantaged.

Tips for Preparing Your Dossier (Senior Lecturer-Master Level)

As you work on your dossier for promotion to **Senior Lecturer-Master Level**, look carefully at the criteria and gather evidence of all the activities that pertain to your case, especially with regard to the last five years. Also be sure to outline future plans. Please note that you do not need evidence in every single category, but should have significant activities in most. At this level, there should also be significant evidence of leadership within the department and impact beyond WLL. The following is not a form to fill out or a list to write up, but simply a set of suggestions and guidelines for categories to consider in producing your dossier and assessing your own readiness for seeking promotion. Any given item might be reflected in a different way in your dossier as appropriate, whether on your CV, in your statement, or supporting materials.

Excellence in teaching (ongoing, since your promotion to senior lecturer)

In addition to outstanding student evaluations, provide evidence through students' letters, classroom observations, teaching awards, etc.;

Current knowledge of teaching methodologies and approaches (list participation in workshops, webinars and language conferences, evaluate their impact on your own professional development);

Application of current pedagogical approaches to your own teaching (provide evidence through your syllabi, exams and pedagogical materials);

Versatility in teaching (demonstrate that you have taught several levels of language, and, if applicable, literature and/or other subject courses in the target language and/or in English);

Collaboration on curriculum development within your language section (demonstrate how you share teaching materials/approaches and up-to-date knowledge with colleagues in your language section through section meetings, on shared websites, etc.);

Presentation of your own innovative approaches to teaching and curriculum development (discuss how you share your knowledge with colleagues beyond your language section and beyond BU through Geddes Center events, Brown Bag lunches, professional development workshops, funded language conference participation, etc.);

Other relevant forms of evidence.

In addition, your dossier as a candidate for the highest rank highlights the impact of your teaching beyond your own language section and should also provide evidence for some of the following:

How has your knowledge of current methodologies and approaches to language teaching shaped your approach to mentorship and training of other language faculty at BU, within and beyond WLL?

How has your pedagogical expertise helped shape the curriculum of your own language program and how have you helped faculty in other programs to develop similarly effective proficiency-based activities, content-based courses, versatile assessments, communicative technology use, etc.?

How do you keep up-to-date, disseminate knowledge and train language faculty beyond your own section (by conducting professional development workshops at BU, at language conferences, teacher training institutes, etc.)

Service and leadership in the department and university (ongoing since your promotion to senior lecturer)

Effective course and/or program coordination (describe your approach to coordination meetings, curriculum in multi-section courses, student placement and recruitment, etc.);

Active collaboration with colleagues on curriculum design, development of teaching materials, and

creation of proficiency-based assessments - beyond updating your own courses (describe your approach to collaboration within your language section);

Active participation in the training of full-time and part-time faculty in your language section (provide examples for your approach to teacher training and mentorship);

Departmental service activities (serving on prize committees, search committees, organizing co-curricular activities, etc.);

University or college service (faculty adviser to language house or student groups, community outreach, service on Faculty Council, a CAS committee, collaborating with other departments or colleges, working with study abroad programs, organizing professional development events, etc.);

Specific training and certifications that enhance departmental effectiveness (provide information on OPI or other assessment certifications, online teaching capabilities, etc. you have acquired and applied to your program);

Grant writing and participating in grant-supported activities (describe internal grants you have obtained in support of language instruction, curriculum development, or co-curricular events or your participation in federally-funded grant programs such as STARTALK summer institutes, Globally Speaking events through Project GO, etc.)

Future plans (describe your plans for future contributions to your own language program, to WLL and the College).

In addition, your dossier as a candidate for the highest rank highlights the impact of your service to other WLL language programs, to the greater BU community and beyond, and should also provide evidence for some of the following:

Active participation in the training and mentorship of full-time colleagues in WLL and other BU language programs;

Significant departmental service, such as chairing a lecturer search committee, heading a curriculum design project, etc.;

Significant institutional service, such as serving on a CAS committee, Faculty Council, interdepartmental or intercollegiate task forces, organizing professional development events or lecture series for CAS, etc.;

Applying your own knowledge to train WLL and other CAS language colleagues to develop OPI-style assessments, online teaching capabilities, etc.;

Obtaining external funding and serving as PI on grants that support language instruction, curriculum development, language teacher training, undergraduate student research, course development, etc.

Provide a clear sense of your future contributions to WLL, CAS, BU and the profession.

Service and leadership in the profession (ongoing since your promotion to senior lecturer)

Participation in language-related initiatives at the local or state level (describe contribution to institutional language events, or those sponsored by state language teaching associations);

Participation in external evaluations of K-16 language programs;

Evaluation of teaching materials, instructional software, etc. for publishers or professional organizations.

In addition, your dossier should also provide evidence for some of the following:

Service as an officer or board member of a state, regional or national language association;

Service on a state, regional or national task force such as designing curricular frameworks, proficiency-based assessments, guidelines for technology-integration, etc.;

Evaluation of external grant proposals, peer-reviews of language pedagogy articles, etc.

Scholarship and writing

Language-related publications (provide information on articles in language journals, conference proceedings, contributions to national language resource centers, invited articles in edited volumes, textbooks, standards-based teaching materials, etc.); In all categories be very clear about the nature of

the publication (e.g. peer reviewed or not, digital or print, etc.);

Published translations;

Other scholarly or creative publications.

The application for promotion requires a CV, statement, and dossier of materials. Your CV should be a professional CV following the standards in your field, and will not include all of the activities mentioned above. In preparation for applying to promotion please review your CV with attention to those professional standards.

The initial audience for your materials is the professorial faculty and senior lecturers-master level in the department, but if nominated by the department, the dossier will be reviewed for promotion by a College level committee (by definition no WLL faculty will review your materials there), the Dean of CAS, and the Office of the Provost. Your statements and materials should be clear and convincing for those audiences as well. While your convener, chair, and Assistant Dean for Language Instruction may be able to give you advice on the materials, being able to produce a professional dossier is also part of the application process

As noted above under “Faculty Ranks,” the position of Senior Lecturer and Senior Lecturer, Master Level are not in themselves administrative roles; that is to say that in all matters except consideration for promotion, faculty at these ranks are the peers of lecturers and not their superiors. (This is exactly comparable to the relationship of full professor and associate professor.) Senior Lecturers lead by inspiring, not by overseeing.

Student Evaluations

End-of-semester student evaluations are required in all courses. Instructors should leave the room while these are administered and should ensure that students are given adequate time to complete the evaluations (10-15 minutes, not including the 10-minute break between classes).

Class Observations

Class Observations are of two kinds: evaluative visits resulting in a formal written report, and consultative visits helping to guide and support faculty in their teaching.

Evaluative Visits:

- New faculty at any rank will have an evaluative visit during the first semester of their appointments.
- Part-time lecturers will receive an evaluative visit every semester for the first three semesters and once every other year after the third semester.
- Full-time lecturers will receive an evaluative visit in the second semester of their appointments and once during the year of reappointment.
- Assistant professors will receive an evaluative visit in the second semester of their appointments and once during the year of reappointment; they will also be visited twice in the year prior to departmental tenure review. One of these pre-tenure year visits should be by the Chair.

Faculty to be visited should be consulted in advance to determine which class sessions would be appropriate for visitation (e.g., not the day of a test), and the day of the visit should be agreed upon with **at least one week’s notice**. All evaluative visits should be followed up first by a conversation between

evaluator and teacher, among other things to determine whether the teacher felt that class hour was fairly representative. A formal letter should then be drafted describing the class session and evaluating the instructor's teaching. A draft of this letter should be shown to the teacher, who can propose changes which the evaluator is free to adopt or not, as s/he thinks right. The teacher should also be advised of her/his right to file a formal response in writing. The final letter is provided to the department Administrator, and a copy must be given the instructor observed.

Where deficiencies are observed, evaluative visits and letters should be mindful of the obligation to train, rather than merely criticize, the teacher who is being evaluated. At the other pole, letters that sugarcoat real problems do a disservice both to the program and to the person being observed; in the unhappy case that weak teaching continues and a teacher must be let go, it is crucial that there be a sustained and sober record of unambiguous communications regarding the problem and a history of precise articulation of expectations for improvement.

Please keep in mind that these letters become part of an instructor's permanent file and may be used outside the department, often years later, for matters of promotion, reappointment, and tenure. They should address teaching quality in terms that would be clear to faculty outside of our department. Faculty who have been observed have the right to file a written response, which is appended to the evaluation in their departmental file.

Please see Appendix 1 for samples of a written report.

Consultative Visits: These are visits that do not result in written reports; they are required for new teachers, should be regular occurrences for continuing part-time teachers, and are warmly encouraged as a collegial practice for all.

- New part-time lecturers must be visited very early in the semester and at least once more during their first term at BU; additional visits are encouraged whenever they may be helpful.
- Early visits are also encouraged for new full-time lecturers without long prior experience teaching part time at BU.
- Language heads and course coordinators generally visit all part-time lecturers once each semester (though part-timers of very long standing at BU may be visited less often).

- Assistant Professors are strongly encouraged to invite faculty mentors to observe classes and to meet to talk about teaching generally. Tenured professors are also not beyond the need for advice in teaching and should open themselves to observation and feedback from their colleagues at any rank.

We have a department of great teachers, and we encourage mutual classroom visits by all faculty looking for new ideas. Please ask in advance and make clear that you are *not* doing an evaluative visit that will result in a write-up. If you have a "door is always open" policy, let your colleagues know!

CV's

WLL requests an updated CV annually from all faculty by mid-September. CV's should be given to the Department Administrator. Part-time faculty will be asked to supply an updated CV before each re-appointment, in line with CAS requirements. *CV's should be no more than three months old.*

Proposing New Courses

Full-time faculty are encouraged to develop and propose new courses, not forgetting to articulate the place of these courses in any minor or major program to which they contribute and to propose a three-year plan for staffing them. Early and frequent consultation with the other FT members and the head of your language program, the Convener, and the Associate Chair or Chair is essential; **faculty may not put**

forward new courses without the full awareness and input of their colleagues.

Forms and information about proposing new courses are available here:

<http://www.bu.edu/cas/faculty-staff/procedures-forms/proposing-new-courses-revising-existing-courses/>

New courses to be added to the WLL curriculum, or revisions of existing courses, must be approved by the Department's Curriculum Committee and Chair and subsequently by CAS. Consult with the Associate Chair/ Chair of the Curriculum Committee. **The process can take several months, particularly for new courses, and normally courses should be submitted about a year before they are scheduled to be taught.**

CAS Language Requirement

For detailed information, see www.bu.edu/wll/academics/requirement/index.html.

The College of Arts and Sciences requires that each of its graduating students be competent in English and another language. The CAS Language Requirement may be fulfilled in any of the following ways:

- Course 212 or 222 level successfully completed (list of all such courses in the College bulletin).
 - Transferred credit for the equivalent of one of the above courses taken at another college.
- For such credit, students should contact CAS Advising.
- Score of 560 or higher on the SAT II in that language.
 - Advanced Placement Examination score of 4 or 5 in German, score of 5 in Chinese or Japanese. (Romance and Classical languages: consult with the respective department.)
 - International students may fulfill the requirement in their native language: contact CAS Advising.
 - Bilingual US students may fulfill the requirement in their non-English language; demonstrated ASL proficiency also satisfies the language requirement. Contact CAS Advising.

Majoring & Minor in WLL

All faculty are encouraged to familiarize themselves with the outline of the minor or major if one exists in their language. Detailed information is provided in the CAS bulletin and at www.bu.edu/cas. If you are an advisor, the records of your advisees are accessible to you online through the Faculty Link, www.bu.edu/link/shortcut/faculty. If your online list of advisees does not match your own records, please notify the Administrative Coordinator.

Directed Study Courses & Departmental Honors

In a Directed Study a student pursues independent research under the guidance of a faculty member. It is the student's responsibility to identify the topic fully and to acquire enough information to ensure its worthiness for independent research. Directed studies can range from 1-6 units and should not normally duplicate the content of existing courses. The directed-study application form and instructions are

available from www.bu.edu/cas/students/undergrad-resources/forms/directed. After discussing the project with a faculty member, the student must complete the form and obtain signatures from the faculty member and the Director of Undergraduate Studies, both of whom should keep copies. Please note that faculty who teach directed-study projects do not receive additional compensation.

Departmental Honors (formerly called Work for Distinction) may be undertaken in a student's major or minor: it is a yearlong project culminating in the production of a thesis and an oral defense of that thesis. Information can be found at <http://www.bu.edu/cas/academics/undergraduate-education/special-opportunities/honors-in-the-major/>.

Language Houses

A residence hall whose purpose is to support language learning is available to students of WLL languages. Rising sophomores, juniors and seniors who are proficient in one of the following languages at the second-semester level (112) or above are invited to apply. Ten Language Clusters are currently available: Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian and Spanish. <http://www.bu.edu/cas/global-house-living-learning-community-application/>

University Resources for Faculty

Library Resources

See www.bu.edu/library or <http://library.bu.edu>. Online resources include access to a number of excellent foreign-language dictionaries – in particular note the “Collins Dictionaries” and the “Oxford Reference Online” reference suite (you may wish to recommend these to students as well). Access to many journals and e-books is also provided.

For hard-copy items that BU’s Mugar Library does not own, **Interlibrary Loan** requests may be placed online through www.bu.edu/library/ill. Books will have to be picked up at the library and loan periods are short, but photocopies of articles will be sent to you via campus mail, free of charge, at your request.

To recommend the purchase of books in your field, consult with Librarian Barbara Maratos (bkmarato@bu.edu). If proposing major purchases please also consult with the WLL Chair.

The BU Center for the Humanities has funds set aside for special library acquisitions. See www.bu.edu/humanities/.

Online Subscriptions

The Teaching Professor: www.magnapubs.com/group

BU faculty enjoy a group subscription to *The Teaching Professor*, a newsletter that offers ideas and insights to educators about teaching. Set up a personal account using the BU voucher code (BU) and PIN number (3103). From a campus computer, you can access *The Teaching Professor* newsletter without a password.

Textbooks

Book-order deadlines: Summer Session, April 1; Fall Term, April 15; Spring Term, November 1. Faculty members responsible for book orders are invited to order books online at bu.bncollege.com. Desk copies can also be requested online through the Faculty Center Network via that same website. A desk-copy request form can be downloaded from the department web site, printed out, and mailed directly to publishers. Foreign publishers do not usually provide complimentary desk copies. Very limited funding from the department may be available to offset desk-copy expenses. Inquire of the Administrator.

Each faculty member or coordinator should make timely arrangements to order books for the courses for which he or she is responsible. Course coordinators order all texts and desk copies for their course; the head of the language program orders all other textbooks and desk copies as well as books for Summer Term. All faculty teaching non-sectioned courses order their own materials. If you require hard copies of the book order form, contact the Administrative Coordinator. If you do *not* order books through the BU bookstore, please *inform them* by responding to their email query; this saves a good deal of follow-up time for the bookstore and WLL staff.

Some faculty choose to order books from Schoenhof's Foreign Bookstore in Harvard Square (www.schoenhofs.com); this specialty foreign-language bookstore is a resource students should at least be aware of. Having students purchase books from various online distributors has also been judged a success by some faculty, though experiences vary and you might want to ask around.

Coursepacks or custom textbooks: Go to <http://xanedu.com> . Alternatively, materials can be individually scanned on the mailroom scanner and uploaded as PDF's to your course website; you must then also restrict access to those materials to only students enrolled in your course. Note, however, that students must pay for each page they print out.

Library reserve: You can put materials on reserve at Mugar Library. The library will also scan materials for placement on electronic reserve.

Geddes Language Center

Mark Lewis, Director. The Geddes Language Center Offices, language laboratory, production group, screening room, testing laboratory, video studio and special classrooms designed for language and literature classes are located on floors 4 and (especially) 5 of CAS (685 Commonwealth Avenue Room 537, 353-2640). Faculty in WLL are urged to take advantage of the many facilities and programs available at the language center. Course materials for some language courses can be found posted at: <http://www.bu.edu/geddes/lab/coursework/> Contact Shawn Provencal shawnp@bu.edu to put your materials here too. For those teaching film courses, Geddes can, with notice quite far in advance, prepare video clips and host them on their website with password protection.

General University Information & Policies

Identification

A regular ID card is required for all full and part-time faculty. Please do not delay in obtaining this card! Instructions for having an ID card made and attending an HR orientation will be included in your letter of appointment. If you change your home address or telephone number, you must update your information on BUworks Central (<https://ppo.buw.bu.edu>); you should also inform departmental staff.

Email

As soon as you have received your BU ID card from Human Resources, present that card at the IT Help Center located on the first floor of Mugar Library at 771 Commonwealth Avenue, where you will set up a BU email address and Kerberos password.

The university, the department, colleagues, and students will expect to reach you at your BU email address, and this address must be included on your syllabi. If you generally use another account instead, you must set up forwarding from your BU account through <http://www.bu.edu/tech/comm/email/acs/manage/from-ac/>. This same webpage gives information on setting up an automatic vacation message while traveling and on accessing your email remotely.

Payroll

If you have made arrangements for direct deposit, you will receive an email letting you know that your paycheck is available to view on the BUworks portal; otherwise, you should drop by the Administrative Coordinator's office to collect your check. Full- and part-time faculty are paid on the last business day of the month; graduate students are paid on the last Friday of the month. Health- and childcare reimbursement checks are usually received on the first Friday of the month. There are normally special arrangements in December given the intersession holiday; you will receive information closer to the date.

Custodial Services

Custodial services include emptying wastebaskets and general services for the building. Once each year, floors are cleaned, usually during the summer months. If there is an emergency, call B&G at 353-2105 **and** also inform the staff at the front desk. If there is a serious mechanical or maintenance problem, notify the Administrative Coordinator. For paper towels, light bulbs and other small details, leave a note on your door for the custodian.

Parking & T Passes: www.bu.edu/parking

There are many University parking areas; a fee is charged. Full-time employees can apply for parking permits or monthly T passes online using BUworks (<http://www.bu.edu/buworks/>). For those employees who do not apply online, information and stickers are available at the GSU, 775 Commonwealth Avenue, 2nd Floor. Bring your BU identification card, license, and car registration to obtain a sticker, as well as a complete application form (available at the parking services website, address above). The costs of T passes and parking permits can be deducted from your paycheck, which provides a small tax benefit, and ensures delivery of your pass/permit directly to the department. Most T passes – also known as CharlieCards – are automatically renewed each month, so you will not receive a new monthly card.

University Smoking Policy

Smoking is prohibited in all Boston University facilities and enclosed workplace areas, in line with the City of Boston's regulations. This includes **all offices**, work spaces, common work areas, auditoriums, classrooms, conference and meeting rooms, elevators, hallways, medical facilities, cafeterias, employee lounges, staircases, parking garages, restrooms and all other enclosed areas in the workplace. The only exemptions from this policy are private residences and certain student rooms. This policy applies to **all** employees, students, clients, consultants, vendors, contractors, guests, and visitors. Please contact the Administrator if you have any questions about this policy.

Calendar

The current and next year's University academic calendar can be viewed online at www.bu.edu/reg/dates.

Note carefully that on occasion the University follows an alternative schedule in weeks during which holidays fall (for example, a "replacement Monday" schedule on the Tuesday following Columbus Day, in October).

Summer Term: www.bu.edu/summer

During the fall semester, faculty may be asked to express their interest in teaching summer school courses. Suggestions for new summer courses should also be brought to the Chair at that time. WLL influences, but does not determine, which courses the Summer School will offer in a given year.

Language Tutors

Peer tutoring in languages is available free of charge to students through the Educational Resource Center (ERC) www.bu.edu/erc, 3-7077. The same center also provides weekly conversation groups in most languages under the name "Language Link." Refer your best students to the ERC for work as tutors; conversation-group leaders are generally native speakers. Please help to publicize these two services

(which should not be confused with one another) to students in language classes who may benefit. See above (p. 14) for the guidelines governing language tutors.

FAQ Regarding Other Services

What do I do if there is flooding or a similar emergency?

Call Buildings & Grounds at 3-2105 **and** inform a staff member.

How do I report a serious mechanical or maintenance problem?

Notify the Administrative Coordinator.

How do I get paper towels, light bulbs or similar small details attended to?

Leave a note on your door for the custodian.

How do I move furniture in my office? If you can do it yourself or enlist friends who can do it, the department owns a dolly that you are welcome to use. If you cannot do it yourself, ask the departmental staff to file a request with Buildings and Grounds. Regrettably it can take some time for B&G to respond (a good reason to move things yourself if you can). Unfortunately, too, the department must pay for each B&G visit, so it is possible that the Chair will not be able to approve every request. Naturally, if the department asks you to change offices, moving assistance will be made available as a matter of course.

How do I hang a picture in my office? This is up to you! We encourage you to make your office welcoming and comfortable and are sorry that Union rules prohibit departmental staff from keeping tools on hand. Bring a hammer and a hook from home, or make a quick run to Economy Hardware at 1012 Beacon Street (between St. Mary's and Carlton).

Appendix 1

[Note: The following samples are for reference only. They are most suited to language courses and may be less appropriate for other courses. In any case, please do not feel the need to follow the templates, and a more traditional letter format is also completely acceptable. In fact, it is also important that each report is as specific about the course and instructor as possible and not simply formulaic. Please also be attentive to the facts that 1.) reports are used in re-appointment and promotion processes, and need to be understandable outside of a given language program and outside of the department – attention to general pedagogical qualities is helpful 2.) reports stay in an instructor's permanent file.]

Sample Classroom Observation Written Reports

Sample A

Boston University College of Arts & Sciences
World Languages & Literatures

745 Commonwealth Avenue
Boston, Massachusetts 02215
T 617-358-5032 F 617-358-5030 www.bu.edu/wlll



DATE

xxxxx, Chair, Department of World Languages & Literatures
xxxxx, Convener of XXX Program

Dear xxxx (and xxx),

The following is a report on my visit to NAME's LANGUAGE 111 course from XX-XXX on DATE. NAME and I also met on DATE to discuss my observations.

Description of in-class activities:

The class began promptly at TIME. 13 students were present. Prior to the beginning of the class, NAME had written [language] expressions on the board and provided English equivalents (time expressions, conjunctions and the verbs *study* and *become*). The expressions were the building blocks to conversations and structural activities, which formed the overall framework for the class. The students were sitting in a semi-circle and NAME began the class by talking asking individual students to discuss where they were currently living, where they were from, what they were studying, and what their professional aspirations were. As s/he moved from one student to the next and the conversations progressed, NAME increasingly encouraged students to incorporate the expressions s/he had written on the board in to their answers, to move away from talking about themselves, and react appropriately to their classmates' contributions. Guiding the conversation towards discussing a person named X, who was

known to the students, NAME introduced the students to contrary-to-fact structures, which were clearly the focus of this lesson. S/HE provided a variety of opportunities for oral communicative and structural practice. Before the end of this class segment, NAME segued into a grammar review activity, based on previously done written work. S/HE went over common errors students had made and provided detailed information on grammar rules and additional vocabulary.

Effectiveness of instructor:

Overall, the class was well thought out and NAME is clearly concerned with HER/HIS students' progress. Judging from the relaxed atmosphere, s/he has developed good rapport with all members of the class and tries to ensure that every student has ample opportunities for meaningful participation. By having students sit in a semi-circle NAME facilitated interactions among students. This class configuration also allowed her/him to move easily from one group to another during small group or partner activities. The strategic introduction of a person (*i.e.* X) who has become well-known to the class resurfaces in a variety of contexts, and whose biography expands as the students' knowledge of the language progresses, has clearly allowed the students to grow together as a learning community, share some in-jokes, and feel more relaxed as they moved from using known structures to practicing new ones. By teaching through this narrative, NAME has created a vehicle for building on known information (e.g., talking about majors and job prospects for themselves and others) to introduce and practice new material (in this case, contrary-to-fact or hypothetical structures). NAME is a very animated instructor, who varies HER/HIS instructional pace and moves around the classroom rather than lecturing in front of the classroom. S/HE frequently uses gestures to bring meaning across.

Indication of Student Learning:

Clearly, the students were all engaged and clearly enjoyed being in class. They moved from oral practice to reading, from paired or group activities and teacher-student interactions to practice and discussion of grammatical structures. They communicated both through spontaneous utterances and in more structured ways. By providing useful and crucial phrases on the board, referring to them with gestures and examples, and asking them to engage in a variety of activities, NAME ensured that students built on what they already knew as well as using newly introduced material. In the beginning, students stayed almost exclusively in the target language; towards the end, students used more English.

Observations about the Class:

Overall, the class was well paced and the students were engaged. During the second half of the class period, however, the students were no longer able to sustain target-language communication. This was partly due to the fairly lengthy grammar explanations NAME provided in English. It would have been more effective, and conducive to sustaining the communicative momentum, had the grammar activities allowed the students to produce more target language samples and deduct the rules themselves, *i.e.*, if NAME used more inductive rather than deductive grammar teaching techniques. However, I believe that this in no way diminishes the overall effectiveness of the lesson and constitutes a minor issue in communicative language instruction, which NAME can easily address. It is clear that after only 2 ½ months of instruction, the students had acquired a sizeable repertoire of communicative strategies, could use tenses to create meaningful narratives, and also seemed comfortable with the non-Latin script. Clearly, NAME's innate talent as a teacher, HER/HIS rapport with the students, HER/HIS clear lesson objectives, and grasp of student learning outcomes make HER/HIM asset to the Department of Modern Languages and Comparative Literature and its NAME OF LANGUAGE Program.

Please do not hesitate to ask should you have any more questions about my observations. Sincerely,

SIGNATURE Your Name Your Title

cc. NAME OF PERSON OBSERVED
Department Administrator

Sample Classroom Observation Written Reports, Cont.

Sample B

Boston University College of Arts & Sciences
Modern Languages & Comparative Literature



745 Commonwealth Avenue
Boston, Massachusetts 02215
T 617-358-5032 F 617-358-5030 www.bu.edu/will

xxxx, Chair
xxxx, Convener of xxxx DATE

Dear xxxx and xxxx,
The following is a report on my visit to NAME's XXX 112 course, XXX-XXX on DATE. 14 students were present. We met on DATE to discuss my observations.

Description of in-class activities:

Before beginning her/his class NAME and the students arranged the seats in a half circle. Then s/he began the class by handing out a vocabulary-based partner-activity. During the first activity, a student asked for clarification, and NAME provided a longer answer in both English and LANGUAGE. Several students discussed their worksheets in English, providing only the LANGUAGE word needed to fill in the blank. After a while, s/he stopped the activity and asked if the students had understood what was expected. S/he then asked them to report back to the entire class, and restated what individual students said, even if the responses were correct. S/he also frequently provided English translations. When a student asked whether XXX was a singular or plural noun, s/he provided a good explanation in LANGUAGE with examples of other collective nouns. After handing out another fill-in-the-blank worksheet, students worked on appropriate endings for adjectival nouns. Both the vocabulary and the grammar activities were clearly based on a text the students were reading. While one student in particular was able to complete all of the activities and provide correct answers, others seemed a little lost. NAME's final handout required each student pair to work on a specific number of questions pertaining to the assigned reading. After students had begun working on their sections, NAME asked them if they had read the assigned chapters, but did not appear to require an answer. While they were working with their partners, NAME encouraged them several times to write words on the board they believed were interesting or useful. While s/he went from group to group and asked students if they had understood the questions, s/he reiterated that they should write unusual words on the board. Several students clearly had not read the text and were therefore not able to complete the activity, which then required that s/he provided answers in English. Rather than staying in the target language, student pairs also spoke mainly in English during this part of the lesson. Only the most active students went to the board to write down words they found unusual or interesting. Before the last groups could report their answers, the class was over. NAME quickly reminded the students of their homework for the next class period and dismissed the class.

Effectiveness of instructor:

NAME is energetic and is clearly interested in her/his students. S/he knew them all by name, and knew what kinds of activities they are interested in. TIME is not an easy time to teach and although s/he tried very hard to energize the students and get them to participate, the majority remained quite lethargic. NAME was clearly prepared, and the multiple handouts reinforced material the

students had been assigned. However, since s/he did not ensure beforehand that all of the students had read the material, some of the activities did not progress as well as others. In some cases, her/his instructions were also not always clear. For example, students did not know what was expected when s/he asked them to provide unusual words on the board. Furthermore, since time ran out, s/he was also not able to refer to the words some of the students ended up providing on the board once they understood the request. Some of the material, *e.g.* endings for adjectival nouns based on words in the readings, seemed a little difficult for the students, who were not only asked to remember the words from an assigned reading, but also to manipulate nouns according to gender, case and number. Students were provided with many opportunities to conjugate verbs, add endings, and provide answers to pre-formulated questions. During the second semester of LANGUAGE, students should be given more opportunities for creative language use in order to help them progress towards novice- high and intermediate-low language proficiency. Towards the end of the lesson, when students were answering questions about the readings, some of them began providing more than one word or short sentences and NAME could have encouraged them further to help them create basic narratives.

Indication of Student Learning:

The overall energy level in the class remained low throughout, and student participation was uneven both in the partner activities and the whole-class segments. While some hardly participated at all, others were very engaged. One in particular provided the majority of the more complex answers. Because NAME always used the same method of calling on them, students knew when their turn would come around. As a result, they seemed to focus on those sections of the handout they were most likely to be asked about, and generally did not pay attention to their classmates' contributions. During pair work segments, students tended to speak to one another in English and hardly used LANGUAGE at all. While they all filled in the blanks, it was not always clear whether they all understood the vocabulary and structures and could have used them creatively in their own sentences or paragraphs. The majority of students answered in one word or very short sentences.

Observations about the Class:

NAME's classroom demeanor is kind and welcoming, and s/he clearly knows her/his subject matter. Overall, however, I found this lesson to be quite disorganized. It lacked a warm-up activity, clear directions, transitions between the various activities, and overall variety of tasks. In short, there were too many fill-in-the-blank worksheets. Given the early hour of this class, getting students out of their seats to find or change partners would help elevate the generally low energy level. Although NAME tried hard to get students to speak and alternated between teacher-centered instruction, partner activities and whole-class-activities, student participation remained uneven throughout. Re-stating or echoing students' correct responses and then providing English translations also contributed to shutting down communication. While some of her/his explanations were effective (*e.g.* LANGUAGE EXAMPLES as collective nouns), most were lengthy and counter-productive. For the exercise on xxxx, for example, it might have been helpful, if NAME had reviewed the words first before asking students to manipulate them. Had s/he asked them to summarize the story so far, s/he could have also gauged whether all of the students had read and how well they had understood it. This would have ensured greater success as students worked on the comprehension questions. In summary, while the individual pieces of the lesson were well prepared and NAME made an effort to provide contextualized grammar practice in accordance with good practice in communicative language instruction, I would urge her/him to think more carefully about warm-ups, strategic review activities, varying types of interactions, mixing up student groups, and creating meaningful transitions between exercises. I believe this would allow NAME to connect the individual segments of his/her lessons more smoothly, provide opportunities for more meaningful communication, and engage the students

more consistently.

Please do not hesitate to ask should you have any questions about my observations. Sincerely,

SIGNATURE NAME TYPED

TITLE

cc: PERSON VISITED

Department Administrator