

5 March 2022

To: Abla Hasan
From: Nora Peterson, Chair
Modern Languages and Literatures
Re: Annual Evaluation of Faculty Performance

Dear Abla,

I am writing to provide feedback of your performance, as required on an annual basis by the Bylaws of the Board of Regents. I acknowledge that 2021 was another difficult year, as the pandemic continued to pose unprecedented professional and personal challenges. In this letter, I wish to provide you with the feedback of the MLL salary and merit committee in regards to your research, teaching, and service activities, as well highlight both your major accomplishments and goals for the coming academic year.¹ The committee and I came together and discussed the evaluation of each file.²

Teaching. As the only permanent faculty in the Arabic program, you carry a heavy teaching load. In the spring, you taught 3 courses and coordinated two sections of the Honors' Program's "The Science of You" course, and conducted the independent study section of the Global Leaders Track. You taught 10 credits of Arabic over the summer and then taught 3 courses in the fall. Your teaching is impactful, effective, innovative, and also very popular with students. The students' evaluations are almost entirely positive, though the lower participation rate is a current issue for all instructors. You are invested in the improvement of your teaching practice, and in professional development. From additional teaching evidence, it is clear you are very attentive to students' needs and students truly appreciate and value your teaching. Your curriculum improvements include online Arabic 101 and 102 and ARAB 39 Global Islam: Current Debates and were supported by DMLL Curriculum Development grant and by UNL Center for Transformative Teaching Pedagogic Intervention. It is much appreciated that you invited external global experts via zoom to your classes. This particular innovation is truly groundbreaking and inspirational.

Service. Your service is abundant, diverse, outstanding, innovative, and it provides much local and global visibility to the Arabic program. It is an outstanding example of inclusive excellence leadership and impactful community engagement. In recognition of your outstanding engagement, you were nominated for – and won – the CAS Engagement Award in 2021. You coordinate the UNL Arabic program, cooperate with other UNL units (especially Honors and Women's Studies), working with Big Ten Digital Islamic Studies Curriculum, or working with LPS deputies towards introducing Arabic to the LPS curriculum. Finally, you are creating numerous experiential learning opportunities for UNL students. Concretely, we appreciate your service including moderating the Global Islam talk series in fall 2021 (supported by DMLL and UNL Center for Transformative Teaching Pedagogic Intervention); coordinating and moderating the *Neighbors Interfaith Talk Series* (sponsored by Digital

¹ As the *Guidelines for the Evaluation of Faculty* indicate, faculty are to be evaluated within the terms of the faculty member's apportionment of responsibilities. Within your MLL 1.0 FTE, your 2021 apportionment was distributed .80 Teaching, .20 Service/Outreach.

² As per Department Bylaws, I met with the Salary/Merit Advisory Committee whose members evaluated your work based on the materials you submitted. Committee members submitted scores and prepared notes in advance of the meeting. In addition, two members of the committee did an independent and thorough review of your file and presented their notes to the larger group, with an emphasis on qualitative discussion.

Islamic Studies, Michigan University/Mellon Foundation, and UNL units); congratulations on launching a new podcast from the Arabic Studies with Honors: *Untold Stories*, set up as a student talk series. Traditionally, you organized the one-day spring Big Arabic Day 2021 that included a student panel discussion. Your other service includes serving as a UNL liaison for DISC/ Big Ten Digital Islamic Studies Curriculum; working with LPS representatives and Arab community representatives to include Arabic in LPS high school curriculum. You have also participated on a project with UNK, UNL, UNO resulting in symposium: *Forcibly Removed: Workshop and Symposia on the Lived Experiences of Displaced Persons*. In addition, you run and supervise UNL Arabic Facebook page, UNL Arabic Instagram page and UNL Arabic You Tube channel. We much appreciate your service for DMLL, as a member of the Salary and Merit committee, and on DMLL Scholarship Committee, or that you on Women and Gender Studies Advisory Board.

Research. Though you have no research apportionment, you have a very impressive, visible, and sound research record! You re-published your monograph *Decoding the Egalitarianism of the Qur'an: Retrieving Lost Voices on Gender* in November 2021 as a paperback (hardcopy came out in 2019). It is great to see you use it as a textbook in your class ARAB 306 "Women in the Qur'an". Your new monograph (your second book) *On Pain and Suffering: A Qur'anic Perspective* is about to be published. Your research is connected to your teaching of 2xx and 3xx level classes. You have also published two peer-reviewed articles in 2021, and you were awarded research grants, including the CAS Research Impact and Engagement Grant. You have presented your research in seven invited talks and in international conferences. Your research was recognized on numerous platforms and by US and international scholars, and your second book is much anticipated and praised.

In sum, Abla, we are lucky to have you as a member of this department. Your productivity level in all three areas is simply astonishing.

For the 2021 merit cycle, the Salary Merit Advisory Committee assigned the following ratings:

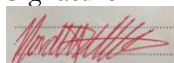
Research	N/A (5)
Teaching	5
Service	5

The assigned scores are associated with corresponding evaluation adjectives: outstanding (5), superior (4), good (3), satisfactory (2), inadequate (1), and fails to meet minimum standards (0).

Upon receipt of this letter, please plan to take the following two steps:

1. Return a signed copy to 1111 Oldfather Hall no later than **Thursday, March 31**. Signing the letter does not in any way indicate that you agree with the ratings, but only that you have seen them. You may appeal one or more of the ratings assigned in writing to me or to the Salary Merit Advisory Committee. **If you do wish to appeal the ratings, please do so by Monday, March 21.**
2. Schedule a time and meet with me no later than **Friday, May 13, 2022** to discuss your specific goals for scholarship, teaching, and service for the coming year, in addition to identifying the most appropriate apportionment for you going forward. I will note when meetings were not held in next year's evaluation letters for the faculty. Please initiate scheduling the meeting with me. It is important for me to understand what you are working on, your goals, and to understand how the department can best support you. I look forward to our conversation.

Signature



Nora M Peterson

Date

GUIDELINES FOR MERIT EVALUATION

Approved by DMLL faculty 12-15-2021

The Salary Merit Advisory Committee (SMAC) rates each file by considering the various factors listed below. The factors listed are examples of the evidence the committee considers. Not all factors are necessary to earn any specific rating, but a number of factors contributing to a rating should be evident.

Following the recommendation of the MLA Task Force on evaluating scholarship (2006) that the profession should develop a more capacious conception of scholarship, the department recognizes the many forms of research in which faculty are engaged (e.g. linguistic/literary/pedagogical scholarship, including monographs, articles published in print or digital venues, presentations, translations, editions, SOTL publication). The SMAC will evaluate all forms of scholarship based on an assessment of the work's merit, impact, and significance.

Note 1: the base numerical values assigned to rubrics are:

Outstanding	=	5
Superior	=	4
Good	=	3
Satisfactory	=	2
Unsatisfactory	=	1

Note 2: a rating of *outstanding* assigned for research is awarded for a three-year period. The rating for *teaching* and *service* is awarded for performance in the one calendar year being reviewed. The holistic merit rating will, therefore, be based on the average of one calendar year's contributions in all categories, except in the case of a 5 for outstanding research which will be factored into the average for each of three years.

Note 3: in the first year of the appointment, an assistant professor will be assigned a rating of 3 (*good*) in research unless a file clearly justifies a higher or lower rating.

Note 4: upon receipt of their annual merit letter, faculty have the right to appeal one or more of their scores. The Committee will then discuss the feedback from the faculty member and will vote an adjustment of the score. After the vote, the results of this vote are communicated to the faculty member. Results of the appeal are considered final (i.e., there can only be one appeal to this committee).

Note 5: in the case of an unusual apportionment, FDF, or a leave of any other kind, the Committee can use a 3-year average when data is not sufficient for the merit year/category in question. In exceptional cases, the Committee can also assign a score based on the year's performance, but the Chair can enter an average of three previous years into the salary matrix.

Note 6: if a faculty member has a different apportionment in the spring than in the fall semester, the Committee is encouraged to approach the merit file with the average in mind. For example, if a faculty member has 70/20/10 in the fall, and 40/40/20 in the spring, the Committee should consider the faculty member's apportionment as 55/30/15 for that merit year.

Note 7: to earn a score in each category, faculty members should seek to achieve a range of

activities from each list. To earn a "4.5" in service, for example, faculty should strive to participate in at least 2 of the activities on the "outstanding" list and should balance internal and external service activities. In general, the more activities are represented, the higher the score will be, though the Committee will take a holistic approach to considering the nature and time.

Note 8: for research, "forthcoming" is defined as a research book/article that is a) under contract, b) in press or c) accepted for publication. A copy of a contract or an email message indicating acceptance should be included with file (or provided upon request). Work or research in progress or not yet accepted for publication is not considered "forthcoming".

Research

(NO appointment)

Outstanding:

- Substantial scholarship published in peer-reviewed venues. May consist of a book or a series of substantial articles in highly ranked and recognized journals. The committee will consider both the quality and quantity of the work. In preparing a file for review, therefore, the faculty member should provide available information about the publication venue, such as acceptance rate, and any information about the impact of the publication(s), e.g. awards, award nominations, citations, reviews
- Editorship of a major journal, a book series, or major digital project
- Major participation in national/international conferences (invited lectures or papers, keynotes, session organizer)
- Successful grant applications
- Professional honors, such as prizes and awards

Superior:

- At least 1 published article in a peer-reviewed venue
- At least 1 forthcoming publication in peer-reviewed venue
- Documented progress on further research with a clear time line for submission
- Participation in national/international conferences (panel presentations, paper presentations)
- Preparation and submission of grant applications

Good:

- At least one article submitted to a peer-reviewed venue
- Documented progress on further research with a clear time line for submission
- Participation in regional conference
- Preparation and submission of internal grant applications
- Attending workshops at national/international conferences

Satisfactory:

- A research statement including clearly documented progress and a timeline for research development and submission
- Participation in regional/local conferences

Unsatisfactory:

- No progress in advancing research

forthcoming
(2021)
new
monograph

2x in
2021

Teaching

Outstanding:

- Positive student comments and a mean numerical rating between 5 and 4.3* (scale reversed (5 high) beginning fall 2016) on student evaluations
- Course syllabi that reflect innovations in teaching
- Development of new courses or substantial revision of existing courses/curriculum
- Service on and chair of graduate degree committees if applicable
- Undergraduate Student advising
- Supervision of undergraduate honors theses or UCARE students
- Teaching awards
- Grants awarded to support teaching activities
- National/international standing on pedagogy
- Independent studies conducted
- Meeting faculty responsibilities as defined in BOR Bylaw 4.1 and the College of Arts and Sciences Handbook IV

Superior:

- Positive student comments and a mean numerical rating between 4.2 and 3.9 on student evaluations
- Course syllabi that reflect innovations in teaching
- Member of graduate degree committees
- Graduate Student advising
- Undergraduate Student advising
- Supervision of undergraduate honors theses or UCARE students
- Regional/local engagement with pedagogical issues
- Grants awarded to support teaching activities
- Independent studies conducted
- Meeting faculty responsibilities as defined in BOR Bylaw 4.1 and the College of Arts and Sciences Handbook IV

Good:

- Average student comments and a mean numerical rating between 3.8 and 3.2 on student evaluations
- Course syllabi that reflect innovations in teaching
- Department engagement with pedagogical issues
- Advising activities
- Independent studies conducted
- Meeting faculty responsibilities as defined in BOR Bylaw 4.1 and the College of Arts and Sciences Handbook IV

Satisfactory:

- Average student comments and a mean numerical rating between 3.1 and 3 on student evaluations
- Meeting faculty responsibilities as defined in BOR Bylaw 4.1 and the College of Arts and Sciences Handbook IV

Unsatisfactory:

- Negative student comments related to the class and teaching, and a mean numerical rating well below department averages – both documented over time
- Failure to meet faculty responsibilities as defined in BOR Bylaw 4.1 and the College of Arts and Sciences Handbook IV

Service

Outstanding:

- Major professional service for the department OR beyond the department or university
- Service as outside reader and referee for publications, tenure and promotion, grants, and fellowships
- Service on a major college or university committee
- Chair of a major department committee
- Active engagement in department activities/meetings
- Engagement in recruitment activities

Disc /podcast /Big Arabic Day

CAS Engagement Award

LPS

Superior:

- Substantial Service on a major departmental committee
- Some professional service outside the department or university
- Leadership in the organization of a department or college event
- Active engagement in department activities/meetings
- Engagement in recruitment activities

Good:

- Service on department committee(s)
- Active engagement in department activities/meetings
- Outreach or community service that complements teaching or research
- Engagement in recruitment activities

Satisfactory:

- Limited service on department committee(s)
- Limited engagement in department activities/meetings
- Limited engagement in recruitment activities

Unsatisfactory:

- No service or refusal to serve on department committees
- No engagement in department activities/meetings or recruitment activities

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