

METROPOLITAN STATE UNIVERSITY  
OF DENVER SCHOOL OF LETTERS,  
ARTS AND SCIENCE

**2014-15**

MODERN LANGUAGES  
DEPARTMENT FACULTY  
EVALUATION GUIDELINES

## **Introduction**

In accordance with institutional guidelines, the performance of each faculty member of the Department of Modern Languages shall be evaluated in the following areas: teaching, which includes advising; scholarly activity; and service at the departmental, school, university, community, and professional organization level. Faculty seeking promotion and tenure must demonstrate performance that meets standards defined by the guidelines of the department in these three areas of professional responsibility.

## **Department Mission Statement**

The Department of Modern Languages transforms students' lives through instruction and mentorship, participation in critical dialog, and promotion of cultural and linguistic diversity. Engagement with language, literature and culture raises global awareness and develops inclusive communities; our programs cultivate linguistically capable, culturally competent, and intellectually inquisitive individuals. This endeavor supports students' community involvement, lifelong learning, and transferable skills for professional success in diverse fields in the global economy.

To accomplish its mission, the Department offers or has offered a variety of foreign language programs, including French, German, Italian, Japanese, and Spanish. Over one thousand and seven hundred students are currently enrolled in the different programs of the Department. The Department offers two majors in Modern Foreign Languages; one with an emphasis area of either French, German or Spanish, or a composite program which features emphasis areas in French/German, or French/Spanish, or German/Spanish; and minors in French, German and Spanish.

In addition, the Department supports Individualized Degree Programs (IDPs) in French, German, and Spanish especially designed to meet the needs of students with an interest in a specific area of concentration, such as translation and government service. Students successfully completing all department requirements for a major in Modern Foreign Languages and those established by the MSCD Teacher Certification Program are eligible for certification in elementary or secondary education by the Colorado Department of Education.

## **Preamble**

Where examples are cited for fulfillment of each area of evaluation, they are, indeed, illustrative examples. Faculty members may cite other comparable activities to support a claim for a particular level of evaluation. Furthermore, departmental review of each portfolio will be performed with the understanding that the composition of the portfolio may reflect parameters established by prior

departmental guidelines and that portfolios submitted for consideration during the current year should be evaluated with those parameters in mind.

### **Professional Responsibilities**

- I. Faculty shall perform responsibilities specified in the Handbook (in accordance with the academic calendar) and adhere to accepted standards of professional conduct, including: the conduct of assigned classes; providing the chair with timely notice (in writing) in the event they cannot conduct a class (or classes); and shall arrange, when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- IV. Faculty shall establish, post, and keep a minimum of five (5) office hours each week during each academic term of the regular academic year. Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in committee work, professional development, service, and other appropriate professional activities.

### **Teaching**

#### ***Evaluation Standards for Teaching [from the Handbook]:***

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

#### ***To achieve a rating of Meets Standards for Re-appointment and Tenure in the Area of Teaching:***

Courses are kept current through review of instructional resources and addition of new materials, as appropriate. The narrative describes how the faculty member has designed

and taught courses, using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the tenure candidate uses student learning objectives/outcomes as one means to facilitate student learning and assessment. The faculty member shows appropriate work on developing new or reviewing existing curriculum. The faculty member uses professional expertise, along with course and/or program assessment results, as available, to improve courses. The faculty member advises students, participates in a variety of departmental advising activities, and uses professional knowledge and contacts where appropriate in writing letters of recommendation.

***Sixth Year:*** The faculty member has a record of a variety of course preparations, as appropriate to the member's particular discipline and departmental needs, including revisions of particular courses to meet student, departmental and University needs. The faculty member has a record of effective participation in course and program review, departmental assessment activities, and advising. The faculty member shows examination of teaching practices with evidence of improved teaching, including student evaluations near or above the departmental average, including comments if available. Formative, developmental evaluations of faculty teaching, performed by peers or by the department chair, are optional supplements to the one required supplemental observation. The faculty member should have a record of student evaluations that demonstrate a score of a minimum of 4.5 out of 6 possible points in two-thirds of classes taught, including comments if available.

***The following benchmarks for Third-year tenure candidates are suggestions only; they do not form part of the guidelines themselves:***

The faculty member shows progress toward a variety of course preparations, including work in General Education and program courses as appropriate for the candidate's particular discipline. The faculty member has adapted courses to meet student needs and improve learning for students, has participated in assessment activities, has learned the advising process, and shows progress toward advising students effectively. The faculty member shows work toward moving student evaluations nearer or above departmental averages. Student comments, where available, are a valued part of the portfolio and can be considered. Advising activities include participation in advising events, recording advising, becoming informed and keeping current in advising issues. Formative, developmental evaluations of faculty teaching, performed by peers or by the department chair, are optional benchmarking supplements that the faculty member may choose to incorporate into the portfolio.

***PROMOTION TO PROFESSOR-Significant Accomplishment:***

The faculty member has a strong record of a variety of course preparations, as appropriate to the member's particular discipline and departmental needs, including the revision of particular courses to meet student, departmental and University needs. The faculty member has a record of highly effective participation in course and curriculum development and revision, whether as part of committee, task force, or updating of a particular course, and/or program review, departmental assessment activities, and advising. The faculty member shows examination of teaching practices with clear evidence of strong teaching, including student evaluations that demonstrate a score of a minimum of 4.5 out of 6 possible points in two-thirds of classes taught, including

comments if available.

***POST-TENURE REVIEW-Meets Standards:***

The faculty member teaches a range of courses appropriate to the member's particular discipline and keeps those courses up to date. The faculty member has a record of participation in course review and assessment for the Department. The faculty member advises students. The faculty member has student evaluations at or near the departmental average, including comments if available.

***Guideline for Summative Peer Observation of Instruction for Tenure***

***Meets Standards:*** The faculty member's summative peer observation commentary demonstrates that she/he facilitates student learning through classroom instructional activities and/or interactions and through course design.

**Scholarly Activities**

***Evaluation Standards for Scholarly Activities [from the Handbook]:***

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

***Guideline to achieve tenure:***

Tenure candidate must demonstrate in their narrative that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury.

***To achieve a rating of Meets Standards for Re-appointment and Tenure in the Area of Scholarly Activities:***

The tenure candidate has had at least one disciplinary, pedagogical or creative work in a peer-reviewed publication, whether in print or online; or if appropriate to the discipline, the candidate has had his/her creative work accepted into a juried performance. Additionally, the faculty member may balance his/her scholarly and creative publication[s] with peer-reviewed presentations at professional meetings. Other possible activities would include upgrading of the faculty member's education as appropriate to her/his work assignments or participation in workshops or other continuing education activities that will further inform the faculty's scholarly work

***Sixth Year:*** Candidate has a solid record of at least three peer-reviewed or juried conference or the equivalent scholarly, creative, or pedagogical presentations in his or her field in local, national, or international conferences and at least one peer-reviewed publication in the discipline.

***The following benchmarks for Third year tenure candidates are suggestions***

***only; they do not form part of the guidelines themselves:***

Candidate is presenting at conferences and shows progress toward taking a scholarly, creative or pedagogical work to a larger audience.

***PROMOTION TO PROFESSOR-Significant Accomplishment:***

Candidate has a solid record of peer-reviewed or juried conference or equivalent scholarly, creative, or pedagogical presentations in his or her field with at least one beyond the regional level. Candidate has at least one peer-reviewed published work, whether print or online, or the equivalent.

***POST-TENURE REVIEW-Meets Standards:***

Candidate continues to engage in professional development activities, including presentations or publication, on a regular basis beyond the institutional level.

## **Service**

***Evaluation Standards for Service [from the Handbook]:***

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or University level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

***Guideline to achieve tenure:***

Tenure candidate must demonstrate in their narrative that they have participated in shared governance at the University, and used their disciplinary or professional expertise to make an unpaid contribution to their professional organizations or the community outside of the University.

***To achieve a rating of Meets Standards for Re-appointment and Tenure in the Area of Service:***

The tenure candidate demonstrates ongoing and meaningful contributions to shared governance at the University or contributions within his/her disciplinary organization or contributions that use his/her disciplinary expertise to the community outside of the University.

***Sixth Year:*** Candidate shows leadership, such as making meaningful contributions to a committee or task force, participating in a major committee initiative, contributing to the writing of a major report, or serving as committee liaison to other members of the department or university bodies outside of the department in at least one of his/her service activities.

***The following benchmarks for Third year Tenure candidates are suggestions only; they do not form part of the guidelines themselves:***

Candidate has participated in at least one significant committee at the Department or other level of the University system of shared governance. Or the candidate has a record of significant service that uses his/her disciplinary expertise to the community or his/her disciplinary organization.

***PROMOTION TO PROFESSOR-Significant Accomplishment:***

Candidate shows a pattern of leadership in his or her service activities, such as chairing a committee, writing a major report for a committee, task force, or other shared governance or community or professional group in at least one of his or her service activities.

***POST-TENURE REVIEW-Meets Standards:***

Candidate continues to participate in at least one committee at the Department or other level of the University or participates in significant service to the community that uses his or her disciplinary expertise.

**2013-14**

**MODERN LANGUAGES DEPARTMENT**

**CATEGORY-II FACULTY EVALUATION GUIDELINES**

**Introduction**

In accordance with institutional guidelines, the performance of each Category-II Faculty member of the Department of Modern Languages shall be evaluated in the area of teaching. Category-II Faculty seeking retention and/or contract renewal must demonstrate performance that meets standards defined by the guidelines of the department in this area of professional responsibility.

**Department Mission Statement**

1. To develop language and literature specialists who will be a credit to the liberal arts tradition as well as prepare those seeking further study to participate in university graduate programs;
2. To support the development of specialists in other academic disciplines where skills in a foreign language and knowledge of its literature are essential to the completion of student academic goals;
3. To develop specialists in professional areas such as teaching, translation and interpretation, and foreign language media;
4. To contribute to the development and integration of departmental courses in the skill development, critical thinking, multi-cultural outlook, and substantive world view of General Studies;
5. To develop and offer opportunities for students to participate in study-abroad programs as a way of improving skills and enriching the educational experience;
6. And to provide opportunity for faculty service to the community and students.

To accomplish its mission, the Department offers or has offered a variety of foreign language programs, including French, German, Italian, Japanese, and Spanish. Over one thousand and seven hundred students are currently enrolled in the different programs of the Department. The Department offers two majors in Modern Foreign Languages; one with an emphasis area of either French, German or Spanish, or a composite program which features emphasis areas in French/German, or French/Spanish, or German/Spanish; and minors in French, German and Spanish.

In addition, the Department supports Individualized Degree Programs (IDPs) in French, German, and Spanish especially designed to meet the needs of students with an interest in a specific area of concentration, such as translation and government service. Students successfully completing all department requirements for a major in Modern Foreign Languages and those established by the MSCD Teacher Certification Program are



eligible for certification in elementary or secondary education by the Colorado Department of Education.

### **Preamble**

Where examples are cited for fulfillment of the evaluation of teaching, they are, indeed, illustrative examples. Category-II Faculty members may cite other comparable activities to support a claim for a particular level of evaluation. Furthermore, departmental review of each portfolio will be performed with the understanding that the composition of the portfolio may reflect parameters established by prior departmental guidelines and that portfolios submitted for consideration during the current year should be evaluated with those parameters in mind.

### **Professional Responsibilities**

Category-II Faculty shall perform responsibilities specified in the *Handbook for Professional Personnel*, set forth by the Board of Trustees (in accordance with the academic calendar) and adhere to accepted standards of professional conduct. Category II faculty are subject to the norms and expectations of academic freedom befitting an institution of higher education. Furthermore, they serve as contingent faculty appointed for defined terms. Category II faculty are hired most often to teach full-time under contracts of a duration from between one and three years; Category II faculty and are eligible for reappointment at the discretion of the Dean and Department Chair, respectively. Decisions to reappoint are based upon the needs of the department or program, and also take into consideration the candidate's qualifications and performance. Performance evaluation, therefore, is done in part to support reappointment decisions and in part to foster improvement among Category II faculty members.

- I. Category-II Faculty shall conduct assigned classes; providing the chair with timely notice (in writing) in the event they cannot conduct a class (or classes); and shall arrange, when possible, for instruction to be provided when they cannot be present—either by a substitute or by a class assignment.
- II. Category-II Faculty shall present to all students attending class a course description, class schedule, grading criteria, and special notices required by law or institutional policy (ADA statement, for example).
- III. Category-II Faculty shall adopt such procedures as necessary to assure that adequate and accurate records of student performance, and attendance if mandated by the syllabus, are maintained.
- IV. Category-II Faculty shall establish, post, and keep a minimum of five (5) office hours each week during each academic term of the regular academic year. Category-II Faculty members shall prepare for classes, evaluate students' performance, confer with and advise students, and participate in other appropriate professional activities that support the above.

### **Submissions of Portfolios:**

Any Category II faculty member who wishes to be reappointed will undergo a review by submitting a Portfolio to the Department Chair. Portfolios will include the following:

1. Cover Sheet
  - a. Published by the Office of the Provost; and
  - b. Used to record recommendations for/against reappointment, promotion, or multi-year contracts.
2. Narrative
  - a. Is a one-page statement describing how the faculty member has met expectations for assigned duties/responsibilities;
  - b. Presents a reflective self-assessment, highlights accomplishments, and indicates plans for the future;
  - c. Should present one's best case to disciplinary colleagues and administrative levels of review; and
  - d. If seeking promotion to Senior Lecturer or a Multi-Year Contract, should be noted in the first paragraph of the statement.
3. Annotated *Curriculum Vitae* (see Chapter V for definition of Annotated *Curriculum Vitae*) for a minimum of the past 6 years. The CV must also include full educational information including the dates and institutions of all degrees.
4. Student Ratings of Instruction per Guidelines for Appointment listed below.
5. Peer Observations as delineated in the Guidelines for Appointment listed below.
6. In those cases where Category II faculty have reduced teaching-load agreements that specify duties in Scholarly Activities or Service (see Handbook for Professional Personnel Chapter V for definitions of Scholarly Activities and Service, and Chapter IV for conditions of such agreements), evaluations should encompass work in those areas of performance.
7. For reappointment and/or promotion to senior lecturer, **one example of each** in the faculty member's portfolio is required: course syllabus, course assignment, assessment, evidence of how the course content is current.
8. For promotion to senior lecturer only, two additional peer observations are required: one by the department chair and one by a tenure/tenure track faculty member within the department.
9. Portfolios will be submitted using the same tool or format as Category I faculty and in accordance with the Academic Calendar.

### ***Evaluation Standards for Teaching [from the Handbook]:***

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising

students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

**Guideline for reappointment in Modern Languages:** Areas of growth and achievement in teaching to promote greater student learning include: 1) content expertise; 2) course design; 3) pedagogical methods that integrate best practices and perspectives in foreign language teaching and learning; and 4) the use of assessment to improve courses. Evidence used for the evaluation of teaching includes the faculty narrative but also consists of the following:

1. Student Ratings of Instruction: Student Ratings of Instruction (SRIs) for courses taught by Category II faculty will be administered consistent with the practice for tenure-line faculty as outlined in the Handbook for Professional Personnel Chapter V.
2. Peer Observations:
  - a. Peer Observations may be used for either summative or formative purposes. Only Summative Peer Observations must be included in Portfolios; Formative Peer Observations may be included as an additional artifact if the Category II faculty member chooses to do so (or as otherwise required by the department).  
(The exception to this requirement is for AY 2013-14 review where a Formative Peer Observation is acceptable)
    - i. All Category II faculty will be observed, at a minimum, once in the first year of their employment as a Category II faculty member.
    - ii. Beyond this requirement, subsequent observations(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or concerns brought to the Chair's attention.
    - iii. For reappointment and/or promotion to senior lecturer, **one example of each** in the faculty member's portfolio is required: course syllabus, course assignment, assessment, evidence of how the course content is current.
    - iv. For promotion to senior lecturer only, two additional peer observations are required: one by the department chair and one by a tenure/tenure track faculty member within the department.
    - v. All Summative Peer Observations of Category II faculty will be conducted by a trained Peer Observer. Should there be an insufficient number of trained summative peer observers available to complete any required summative observation due to factors beyond the faculty members' control, a formative observation conducted by the department will suffice until such time as a summative observation

can be arranged. The faculty member note the lack of available observers in her/his portfolio.

<p><b><u>Meets Standards:</u></b> This rating demonstrates the minimum required accomplishments for a faculty member in four areas: content expertise, instructional design, instructional delivery, instructional assessment.</p>	<p><b>CAT II Faculty Reappointment</b></p> <p>The faculty member achieves all of the following:</p> <ol style="list-style-type: none"> <li>1. Courses have a demonstrated pattern of content expertise through a display of basic course materials that reveal currency and relevance to the discipline.</li> <li>2. Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate.</li> <li>3. Expectations for student learning and performance are clearly communicated in syllabi and are linked to course content and assessment.</li> <li>4. Courses are designed and delivered using multiple approaches to facilitate student learning in the relevant learning environment (classroom, on-line, hybrid, etc.)</li> <li>5. For any general studies courses taught, the candidate designed their course in accordance with the official course syllabus meeting, departmental and university expectations including the writing and student learning outcome expectation.</li> <li>6. SRI's are compared to same level courses (lower or upper division) within the prefix. Category II candidate's SRIs are consistently near or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving a student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary.</li> <li>7. One summative peer observation within the first year of employment that indicates strong pedagogy to facilitate student learning. One formative observation every five years thereafter.</li> <li>8. Assessment of courses comply with departmental and university requirements.</li> </ol>
<p><b><u>Needs Improvement</u></b></p>	<p>This rating means the faculty member has not accomplished all of the necessary activities to attain the "Meets Standards" rating.</p>

**Reappointment Recommendations**

1. The Department Chair will evaluate the Portfolio and write a letter – not to exceed two pages – recommending retention or non-retention to the Dean;
2. The Dean will evaluate the Portfolio and the Department Chair's recommendation, and determine if the Category II faculty member should be reappointed.
3. If either the Department Chair or the Dean recommends non-retention, the Portfolio and recommendations will be submitted to the Provost for a final decision regarding retention. All letters and decisions will become part of the Category II faculty member's Portfolio and will be submitted in accordance with the Academic Calendar.
4. Following the first year of employment, subsequent observation(s) may be required if there are indications that they are needed. Such indications may be, but are not limited to, low SRI scores, student comments on SRIs, or student comments or

concerns brought to the Chairs' attention.

**Promotion**: The Lecturer must satisfy the conditions for promotion to Senior Lecturer established in Chapter IV of the *Handbook*.

1. The faculty member will make a request for promotion to the Department Chair and submit a Portfolio as described above for comprehensive review;
2. The faculty member must have a total of six years (at least three of which must have been consecutive and at least one of which must have been within 18 months of the senior lecturer appointment) of "meets standards" performance at MSU Denver.
3. The faculty member must be in compliance with the stated requirements as described in this document.
4. The Department Chair will submit the recommendation for or against promotion to the Dean;
5. The Dean will submit a recommendation for or against promotion to the Provost; and
6. The Provost will approve or disapprove the recommendation for promotion.
7. If promoted to a Senior Lecturer, the salary will be adjusted to reflect the new title.