

METROPOLITAN STATE UNIVERSITY OF DENVER


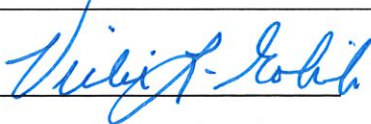
SCHOOL OF LETTERS, ARTS AND SCIENCE

2016-17

MODERN LANGUAGES DEPARTMENT

FACULTY EVALUATION GUIDELINES

[The 2015-16 Guidelines were submitted for approval without proposed changes]

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
	Voting members: 9 Votes received: 8 Votes in favor: 8		11/24/16
 _____ Department Chair			11/24/16
Joan Laura Foster <small>Digitally signed by Joan Laura Foster DN: cn=Joan Laura Foster, o=MSU Denver, ou=Letters, Arts and Sciences, email=fosterj@msudenver.edu, c=US Date: 2017.01.31 15:46:51 -0700</small> _____ Dean of School			
 _____ Vice President of Academic Affairs/Provost			5-24-17

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 Chinese, 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 types of majors in Modern Foreign Languages: Option I with an emphasis area of either French, German or Spanish, and Option I, a dual-language composite program which features emphasis areas in French/German, or French/Spanish, or German/Spanish. The Department also offers minors in and minors in French, German, Italian 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 MSU Denver 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, prior 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 instructional 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.

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.

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.

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.

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. When interpreting SRI scores, special consideration will be given to cases where faculty teach more than one-third of their assigned credit hours in an online format.

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.

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.

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.

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.

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 since receiving tenure, 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.

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 service that uses his/her disciplinary expertise to the community or his/her disciplinary organization.

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.

PROMOTION TO PROFESSOR—Significant Accomplishment:

Candidate continues to show 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 service to the community that uses his or her disciplinary expertise.