

Metropolitan State University of Denver
Department of Modern Languages
Faculty Evaluation Guidelines

Guidelines for Promotion to Professor

In accordance to 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 competency and continued professional and intellectual engagement in three areas of professional responsibility: (1) **teaching** (including advising); (2) **scholarly activity**; and (3) **service** to the institution, community and profession.

The faculty must demonstrate performance that meets standards defined by the guidelines of the department, which recognizes contributions to teaching as the most significant factors in evaluating faculty for tenure, but which also acknowledges that outstanding teaching will not be sufficient to justify tenure; and which may allow for faculty to demonstrate a holistic performance record, where extraordinary accomplishments in one area might compensate for less robust accomplishments in another.

Each faculty member will invite classroom observation when required and/or appropriate, facilitate student evaluation of classes on a semester by semester basis, complete a self-evaluation, and be in a position to provide other useful information to support the faculty evaluation process.

Student evaluations will be required as appropriate within the guidelines of the current Metropolitan State University of Denver *Handbook for Professional Personnel*.

Promotion to the rank of Professor is the highest academic honor that a university awards its faculty. For promotion to Professor, there is an expectation for a record of significant accomplishment in all the three areas of performance. A minimum of four years is required at the rank of associate professor at a regionally accredited baccalaureate institution of higher education (two of which must have been at Metro State University of Denver).

A candidate for promotion to Professor may be judged according to his/her previous service as an Associate Professor, with continued performance that meet accomplishments in scholarship, teaching, and service, and which may include evidence from among the following: (*The list is not all inclusive and no hierarch is implied by the order in which items are listed*):

- Consistent use of educational theory and research in the application of technique and the pedagogy of teaching;
- Consistent application of the characteristics of scholarship and pedagogical application to teaching and learning (clear goals and learning outcomes, adequate preparation, appropriate application of teaching methods, achievement of goals, effective presentation, and reflective critique) and recognition as a model/teacher by colleagues and peers as documented by the development of original teaching/mentoring/assessment materials used locally by peers;
- Continued dissemination and acceptance of teaching materials, projects, and ideas by peer-reviewed journals, programs, and/or online web-based repositories;
- Recognition of excellence in teaching performance by direct observation and review, by mentoring/advising, by learner assessment and review;
- Evidence of scholarship through presentation, dissemination, and peer review;
- Recognition and/or receipt of teaching or mentoring awards (local or external);
- Participation in educational activities that may include leadership roles in committees or taskforces, etc;
- Recognition of excellence in teaching, scholarship, or service to the institution and the profession;
- Service and leadership on university, local, national organization committees and university/national professional organizations.

II. CONTRACTUAL RESPONSIBILITIES:

The candidate for promotion to Professor must meet the contractual responsibilities defined in **Section V** of the **Handbook for Professional Personnel** (*Revised July 1, 2011*) and must present a record of significant accomplishment in all the three areas of performance: **teaching** (including advising), **scholarly activity**, and **service**.

The candidate must present a record of contributions that **meet** standards as revised in the **Handbook for Professional Personnel**. In abbreviated form the ratings are as follows:

Meets Standards: A level of performance that meets competency standards in the areas of performance. Sustained performance at this level or above is necessary to support an application for tenure or promotion. However, ratings alone do not guarantee a favorable decision under the tenure or promotion policies. Performance at this level or above is necessary for a satisfactory post-tenure review.

Needs Improvement: A level of performance that does not meet standards. Performance at this level may reduce a faculty member's eligibility for base salary increases and, in some cases, may render the faculty member ineligible for salary increases, and subject to a performance improvement plan, disciplinary action, and dismissal in accordance with applicable university procedures.

III. TEACHING

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.

The candidate for promotion to Professor must demonstrate continued excellence in the classroom and document a level of performance that meets competency standards.

The candidate must provide a detailed narrative that clearly outlines and documents a significant contributions to the teaching mission of the department through varied approaches to teaching, the integration of scholarly activity, course design, student advising/mentoring, and delivery techniques that enhance his/her effectiveness in teaching. Instructional design, resources, and approach and pedagogical techniques to content delivery and classroom performance demonstrate consistently high-level effectiveness as verified by SRI, Peer Review performance evaluation and recognition in the department and beyond.

In addition to a broad range of activities that involve excellence in instruction and mentoring through planning (organizing course syllabi, and determining course objectives and student learning outcomes), the candidate for promotion to Professor must provide evidence of the development of new courses, or new pedagogies, significant contribution in the curriculum planning and design, participation in department or university curricular initiatives, or school or university recognition of excellence in teaching and mentoring of students.

Types of activities included in the area of teaching (The list is not all-inclusive and no hierarchy is implied by the order in which items are listed):

- number, type and level of courses taught
- involvement in advising and mentoring of students
- participation in undergraduate student research
- development or substantial to significant restructuring of courses and design of new curricula
- development of materials and courses, including those that include new technologies
- participation in designing new courses or programs
- development and/or direction of study abroad programs to enhance student learning
- participation in interdisciplinary course development or instruction
- develop of grants for teaching or receipt of grants for the development of innovative courses, materials, or curricula

- attendance and/or participation in lectures, seminars and workshops devoted to improving teaching skills
- reception of specialized skills or training that enhance teaching, such as ACTFL certification, or OPI (Oral Proficiency Tester)

Evidence of quality in the area of teaching (The list is not all-inclusive and no hierarchy is implied by the order in which items are listed):

The determination of the level of performance in the area of teaching is based on breadth and depth of the contribution and no candidate is expected to supply all types of evidence; this list is to serve as a guide only:

- student evaluation and peer review
- range of courses taught
- number of advisees and range of advising activities of the candidate
- unsolicited letters from students, peers, professionals, etc.
- awards or other recognition based on teaching, mentoring
- use of materials developed by the candidate, including syllabi, tests or other material by other departments, institution
- impact of course or curricular design on the department's teaching mission
- invitations to teach in other departments or participate in other programs
- invitations to develop, lead workshops on teaching or to serve as a consultant
- invitations to teach in special programs, or in national or international programs
- participation on panels, seminars, workshops, conferences, or special programs in teaching
- participation in college, state, national and international committees
- service to professional organizations, service to national and international
- participation or service on certification or accreditation teams, review boards
- number of students electing to take subsequent courses in the department or to major in the candidate's discipline

Types of activities included in the area of advising (The list is not all-inclusive and no hierarchy is implied by the order in which items are listed):

- extensive advising meetings with students before and during the semester;
- mentoring students;
- developing and revising study abroad plans for students;
- working with students in IDP and internship programs;
- advising students of career and employment opportunities;
- advising students of graduate programs in Modern Languages;
- writing letters of recommendation;
- informing all department majors and minors of department requirements;
- advising all minors at least once a year via email, telephone or by mail;
- advising of students in faculty's area of expertise and in General Studies;
- sponsoring student clubs and organizations; administering credit-by-examination tests;
- reviewing and approving graduation agreements/CAPP reports and adjustments;
- working with students in, at least, one area listed as optional, such as: all the optional activities listed in A, as well as, providing students with information on department awards and scholarships;
- advising students during orientation and recruitment events;
- disseminating information on Study Abroad programs or other department programs;
- participating in the university's Early Warning System;
- referring students to other departments and college organizations for advising and information.

IV. SCHOLARLY ACTIVITY

Scholarly and creative activity are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representations, solve problems, or explore enduring puzzles. These advance, interpret and synthesize knowledge or culture through original research or across disciplines, aid society in addressing problems, or enhance student learning and effective teaching.

The candidate for promotion to Professor must provide evidence of work validated by peer or juried review outside the institution to ensure that results of scholarly activity will be accessible and useful to others in the profession.

The candidate should provide evidence of continued scholarly growth by way of completion of previous projects and development of new ideas and interests, which may be demonstrated through the presentation, publication, or presentation at professional seminars or conferences, or through citations of the candidate's work by other scholars and researchers, by reviews of the candidate's work, by lectures or contributions to edited volumes, by participation in leadership roles in professional organizations; and by collaborative projects across the college, university, or across institutions.

Types of activity included in the area of scholarship.

(The list is not all-inclusive and no hierarchy is implied by the order in which items are listed):

- refereed contributions (articles, book chapters, electronic media, etc.)
- monographs and books (critical books, scholarly editions, translations, biographies, dictionaries, textbooks, bibliographies) published in reputable journals, presses and publishing houses
- technology-based productions (video, interactive media, CAI, film)
- publication published in conference proceedings, especially if refereed
- contributions to encyclopedias
- reviews, review essays, notes
- papers and presentations at professional conferences (local, state, region, national, international)
- receipt of competitive grants for the development of teaching or scholarly activity, or for the execution of research or scholarly projects
- participation in regionally-, nationally- or internationally-competitive institutes, seminars or workshops of a scholarly nature
- creative writing

Evidence of quality in the area of scholarship.

(The list is not all-inclusive and no hierarchy is implied by the order in which items are listed):

- reputation of publishing house or journal in which a contribution was published
- peer validation in the form of published review (or by solicited expert opinion when reviews are not available)
- reception of award or other recognition for an item or for the corpus of the individual's work
- reception of award fellowships for development of teaching-related investigation or research activities
- references to the individual's work by other scholars or experts
- selection of work for reprinting or translation
- unsolicited letters from colleagues, experts, researchers and/or requests for offprints
- invitations to speak at conferences or to contribute to journals and/or scholarly publications
- internal or external fellowships, awards, grants on proposals to expand already published work
- invitations to review, judge, evaluate grant proposals for scholarly organizations or professional agencies
- invitation to serve as a consultant to scholarly organizations, or to professional entities or agencies
- invitation from scholarly presses, journals, organizations, institutions, scholarly conferences and seminars to review and/or evaluate scholarship
- selection for residency at special institutes for advanced study
- reception of extramural letters of review, opinion, commentary

V. SERVICE

Faculty in the Department of Modern Languages engage in service when they participate in shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college 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 candidate for promotion to Professor must present a record that demonstrates a significant commitment to institutional and professional citizenship and advising.

The candidate must provide evidence of ongoing professional involvement and leadership roles in department, university, and/or community affairs. Leadership roles may include chairing committees (curriculum, assessment, licensure, certificate programs) coordination of academic programs, initiating and directing international study abroad programs, serving in a leadership role of an interdisciplinary program.

While recognizing that a commitment to service in these areas is an important contribution to the functioning of the department, the university and the profession, the Department of Modern Languages cautions the candidate for promotion to Professor that excessive involvement in service activities may impact effectiveness in teaching and dedication to scholarly activity.

Even significant factors in service may be recognized only when accompanied by contributions that meet standards in teaching and scholarly activity, as outlined in the new guidelines. However, failure to complete assigned service tasks may have an adverse effect on a candidacy for promotion to Professor or to post-tenure review.

Types of activity included in the area of service

(This list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

- advisement/ mentoring;
- directing, mentoring in undergraduate research
- course coordination; program direction and development of materials
- development of department placement and exit exams
- special assignments within the department (leadership of committee, program, etc.)
- major administrative duties within the department (chair, assistant chair, undergraduate director, director of basic courses, program director of study abroad, field experience supervision, etc.)
- serving, chairing on departmental and/or interdepartmental, and college committees
- participation in various levels of school or college governance (committees, faculty senate, etc.)
- serving on intramural or extramural thesis and dissertation committees (directing a thesis or dissertation counts in the area of teaching)
- participation in local, state, regional, national and/or international scholarly and professional committees and organizations
- service to scholarly and professional journals and presses and to other institutions (for example, invitations to serve on editorial boards, to referee articles and grants, and to serve as an outside referee in tenure and promotion proceedings)
- service to the public schools
- translating, interpreting and other profession-related service to the college and the community