

**Guidelines for the Department of  
MODERN LANGUAGES**

at

The Metropolitan State University of Denver  
are submitted for Approval for the Period

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**Approvals:**

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**Metropolitan State University of Denver**  
**Department of Modern Languages**  
**Faculty Evaluation Guidelines**  
**Calendar Year 2012**

**I. 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 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.

The full-time faculty will participate in the setting of department policy and take part in the peer evaluation activities, especially with respect to the part-time faculty. In all cases, the process will be agreed upon before the beginning of the evaluation period in which the evaluation will take place. As needs change or unforeseen circumstances occur, these evaluations and procedures may be reorganized by agreement of the faculty member and chair.

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

Classroom observation will occur, at least, once during each three-year period for tenured full professors who have received a satisfactory rating or above in the previous annual evaluation. Faculty shall be evaluated using **Meets Standards** and **Needs Improvement**.

Tenured faculty members who received a **Needs Improvement** rating will be observed and reviewed at least once each academic year. Non-tenured, *tenure-track* faculty must be observed in the majority of classes taught. The classroom observation will be pre-arranged by the faculty member, and the evaluator. In no case will a class observation activity take place without less than twenty-four hour notice. The faculty member being observed must have access to the observation report and have the right to comment before the evaluation is signed and/or submitted.

**II. CONTRACTUAL RESPONSIBILITIES:**

The faculty member must meet the contractual responsibilities defined in **Section V** of the *Handbook for Professional Personnel* (Revised July 1, 2011) and standards within the department. These responsibilities within the department include meeting assigned classes, teaching 24 hours of classes during the academic year (reassigned time is part of the 24 hrs), keeping office hours, advising students, and attending departmental meetings as scheduled.

**Handbook rating scale:**

The evaluation rating scale—**Meets Standards** and **Needs Improvement**, as revised in the *Handbook for Professional Personnel* (July 1, 2011)—will be used to review faculty beginning with the 2012 academic year. Faculty members should consult the *Handbook* for full information. In abbreviated form the ratings are as follows:

**Meets Standards:** A level of performance that meets competency standards and performance expectations. Sustained performance at this level or above is necessary to support an application for tenure and/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.

An effective teacher must demonstrate knowledge of the subject matter through the application of skills and competencies of the subject within a relevant teaching/learning environment. The teacher must demonstrate currency in the field in which he or she has received advanced experience, training or education; and he or she must communicate information clearly through varied teaching methods.

In Modern Languages, teaching refers to classroom performance founded in technique and instructional design that:

- re-orders and re-organizes knowledge/experience through instructional design;
- provides appropriate course objectives and measurable outcomes that are conducive to student learning;
- evaluates the mastery and other accomplishments of students via well-constructed assessment tools and procedures that provide constructive feedback on student work, and ensure fairness in student evaluation and grading.

As an integral component of teaching, the advisement and mentoring of students include interacting with students for the purposes of providing career and degree program guidance and information, advice on appropriate program schedule to facilitate progress toward a degree, and providing answers to questions relating to a discipline.

Additional areas specific to faculty and advising may include the following: (1) providing supporting documentation or letters to assist students in obtaining employment or graduate school placement; (2) providing other information important to students regarding a discipline, department, school, or the university; (3) working with students in discipline-related activities, such as student organizations, conferences, etc; and (4) other activities specific to the faculty member's expertise or discipline.

*Types of activity 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 will be based on breadth and depth of the contribution and no candidate is expected to supply all types of evidence; this lists 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, institutions

- 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;
- participating in university Early Warning System;
- referring students to other departments and college organizations for advising and information.

Evaluation of teaching in Modern Languages is carried out by students, by peer review, and through required classroom observations that may be conducted by the chair or the dean or a reviewer designated by the chair or the dean.

**Student Evaluations of Teaching:** All annual performance evaluations shall include faculty teaching evaluations by students for all classes assigned. Classes with five or more students must be evaluated using the Faculty Senate-approved student evaluation instrument, and shall be administered at the end of the Fall and Spring Semesters and tabulated by the Office of Institutional Research (OIR). Except for field experiences and internships, classes with fewer than five students, must be evaluated by students using a discipline-related form approved by the department chair. The results of these evaluations (for classes with fewer than five students) must be provided as part of the faculty member's evaluation, but the results will not be included in the OIR tabulated department, school or university Mean. The results of classes evaluated are reported in the faculty portfolio document.

**Classroom Observations and Peer Review:** All tenured faculty (except tenured Professors, who will be reviewed once every three years) are evaluated in, at least, one class by a peer observer during the annual evaluation period. If the rating in teaching of a tenured faculty does not meet standards in the year of the review, all of the faculty member's classes will be evaluated by a peer observer. Tenure-track faculty must have the majority of their classes evaluated annually not counting those taught in the summer semester.

#### **Student evaluation ratings:**

Because course content may or may not be under the direct control of the faculty member under evaluation, the department rating will be the Mean of items #1 (The course as a whole), and #2 (The instructor's contribution to the course). These two items will be used to compute the statistical results to be included in the faculty evaluation. Faculty whose Mean rating of 3.00 or above in items #1 and #2 meet acceptable rating standards in teaching.

#### **Standards in Teaching**

An effective teacher in Modern Languages must demonstrate a level of performance that meets competency standards and performance expectations in teaching. Sustained performance at this level or above is necessary to support an application for tenure or promotion.

The evaluation rating scale—**Meets Standards and Needs Improvement**, as revised in the *Handbook for Professional Personnel* (July 1, 2011) —will be used to review faculty in the area of teaching.

#### **Meets Standards (Teaching)**

The faculty's record must provide a detailed narrative that clearly outlines and documents 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. Incorporates a variety of course materials that provide students the opportunity to master the subject matter.

#### **Needs Improvement (Teaching)**

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.

### **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 Department of Modern Languages understands scholarly activity to include professional development and creative endeavor. We include in this category all our activities as we think, learn, write, and speak about our discipline and its pedagogy. Our scholarship may have many audiences including students, the department faculty and fellow scholars in other institutions, language teachers at all levels, and the public at large. For the Department of Modern Languages continued education and scholarly activity addresses how a faculty member practices scholarship in activities directed toward developing professional abilities and/or acquiring new skills and knowledge.

The Department of Modern Languages recognizes that the professorial role involves the transmission of present knowledge through teaching, and that the creation of new knowledge is to be shared with students, colleagues and experts in the field through high-quality work that is validated by peer or juried review to insure that the results of scholarly activity are accessible and useful to others in the profession.

#### *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

#### **Standards in Scholarly Activity:**

The evaluation rating scale—**Meets Standards and Needs Improvement**, as revised in the *Handbook for Professional Personnel* (July 1, 2011)—will be used to review faculty in the area of scholarly activity.

**Meets Standards:** A level of performance that meets competency standards and performance expectations. 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.

The faculty's record should demonstrate ongoing scholarly activity and 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.

**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.

## **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.

While recognizing that service in these areas is an important contribution to the functioning of the department, the school, the university, and the profession, the Department of Modern Languages cautions the candidate for promotion and/or tenure that excessive involvement in service activities may impact effectiveness in teaching and dedication to scholarly activity. Even significant 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 will have an adverse effect on a candidacy for promotion and/or tenure.

For the Department of Modern Languages, evaluation on the following criteria will be based upon time involved, the complexity of the project or activity, the leadership provided, and the intensity of the efforts. Service is the participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the functioning of the department.

#### *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

*Evidence of quality 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.)*

The Department of Modern Languages will use, in addition to the professional judgment of its members, evidence such as that found in the following list in determining effectiveness of the faculty's service contributions. This list serves as a guide only and no faculty is expected to supply all types of evidence.

- descriptions of the contributions (in terms of time invested, reliability and initiative) of the candidate to a given service assignment
- impact of the type of service engaged in on the functioning of the department, college or university
- service in supportive roles (chair, assistant chair, coordinator, director)
- letters commending the candidate's service
- evaluation of service in annual Faculty performance review
- honors and recognition for service activities
- service in special roles in the community (community groups, youth support, family practice, etc.)
- selection for membership on regional, national or international committees
- service to the profession (member or officer in a board of the profession; journal, including editor roles; organizing, directing a conference, seminar, symposium, consultancy, program reviewer, etc.)
- service in leadership position in on a regional, national or international committee
- service for holding a major office in respected professional or scholarly organization

### Standards in Service

The evaluation rating scale—**Meets Standards and Needs Improvement**, as revised in the *Handbook for Professional Personnel* (July 1, 2011)—will be used to review faculty beginning with the 2012 academic year. Faculty members should consult the *Handbook* for full information. In abbreviated form the ratings are as follows:

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The faculty's record to service demonstrates a significant commitment to institutional and professional citizenship. The faculty provides evidence of ongoing professional involvement and leadership in department, school, university, and community affairs; and demonstrates excellence in student non-curricula group/organization and advising.

**Needs Improvement:** A level of performance that does not meet standards.

The faculty's service record 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.