

**STATEMENT OF EVALUATION CRITERIA AND STANDARDS  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

The department shall evaluate the faculty members on the following areas:

- 1) Teaching
- 2) Professional growth
- 3) Advising
- 4) Service to the Department and to the University
- 5) Service to the Community

The department desires a faculty composed of diverse individuals with varying interests and different areas of expertise within the discipline. Because of this heterogeneity, it is expected that the set of activities which constitutes excellence in teaching, high level of professional growth, service to the department, university and community, may vary from individual to individual within the department and throughout each faculty member's career at the institution. We recognize there are many ways individuals can grow professionally in such a way as to contribute to the efforts of the department and the university. Our goal is to encourage individual efforts in maintaining professional vitality as teachers and scholars by insisting on the qualitative instead of the quantitative nature of each faculty member's contribution.

Non-tenure line faculty members will be evaluated primarily on the basis of excellence in teaching, responsiveness to students, and service to the department. They are expected to remain current in developments in the discipline that bear upon their teaching duties. While they are not required to engage in scholarly research, they are encouraged to remain active in relevant professional pursuits.

1. TEACHING

The department believes that our educational goals can be met only if teaching is a matter of central concern to its faculty. The quality of teaching is the single most important criterion in the evaluation of our faculty, and we expect that all professional activities of a faculty member will contribute, directly or indirectly, to the achievement and maintenance of the highest teaching standards.

We expect that each member be familiar with the educational goals of the University and that he/she contribute to their attainment by addressing them regularly through course content and requirements.

In evaluating an individual, we will take the following into consideration:

- expertise in language, culture, and literature, to support the aims of a liberal arts institution within a multi-cultural context;
- command of the language on or near the level of that of an educated native speaker;
- continued contact with the target culture;

- setting and meeting appropriate course objectives;
- organization and clarity of presentation; choice of pertinent materials and assignments;
- ability to instill interest and enthusiasm for the subject matter while maintaining appropriate and reasonable academic standards.

## 2. PROFESSIONAL GROWTH

The department realizes that professional growth is essential to the intellectual vitality of the University and that members of the department should remain active in their scholarly discipline. While professional growth can be illustrated in many ways, we view the publication of scholarly works as the most recognized achievement and thus we expect it from tenure-line faculty members. It is incumbent upon tenure-line members to articulate the role that scholarship has in their professional growth and the contribution that this research makes to their own area(s) of expertise. Other valuable aspects of growth can include the sustained effort that contributes to the maintenance of currency in the discipline, the development of new areas of expertise, and the development of the department's curriculum. The following offers other examples of professional growth:

- scholarly presentations
- active participation at professional meetings
- sabbaticals and their professional use
- demonstrated contribution of scholarly and/or creative work

The list above is not intended to be exhaustive but only to serve as examples of activities that indicate an individual's efforts to maintain continuous professional growth as a faculty member. Candidates must be actively involved in such endeavors that, in the judgment of departmental colleagues, demonstrate sustained professional growth in the discipline.

## 3. ADVISING

The department understands "advising" as a multifaceted involvement with students, one encompassing a broad range of curricular and co-curricular activities designed to foster a spirit of enthusiasm for foreign language studies. It is not limited to the formal confines of the advisor-advisee relationship. Indeed, a faculty member's willingness to advise students may be measured, but the ultimate quality of that advising is often difficult to ascertain with any measure of certainty. Its long-term effects may not be felt until years after the student's matriculation. A faculty member's responsiveness can be gauged by several factors, among which are the following:

- commitment to the University's goals and mission;
- general accessibility to students and responsiveness to their academic needs;
- dispensing reliable advice concerning the requirements and expectations of the department and University;
- ability to elicit enthusiasm for language learning and cultural awareness;

-participation in co-curricular activities of the department such as the Language House Program.

#### 4. SERVICE TO THE DEPARTMENT AND THE UNIVERSITY

We feel that efforts in the creation and maintenance of a strong, high-quality department are services to the University since the latter accrues the benefits of any prestige achieved by the former. We also feel that University service should not be defined narrowly as participation in University governance. The department encourages service to the University, so long as this service does not interfere with quality teaching or with other departmental responsibilities.

In evaluating a colleague's service, we take the following into consideration:

- knowledge of department and University purposes and goals;
- degree and quality of participation in activities;
- willingness to accept and to share responsibility;
- imaginative ideas: creation as well as execution of proposals.

#### 5. SERVICE TO THE COMMUNITY

The department values participation in services to the community, particularly those related to professional interest and expertise. In the individual's evaluation, we consider:

- range and degree of off-campus participation;
- sharing expertise with the community;
- participating in service which enhances a person's value to the University, or enriches teaching.

The enclosed "Procedures for Faculty Evaluation of the Department of Foreign Languages and Literature" establish the kind of evidence needed for the evaluation of all of the above.

## **PROCEDURES FOR FACULTY EVALUATION OF THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

Evaluees and departmental colleagues must apply the provisions of the Faculty Code which outline the Evaluation process. While the evaluatee is responsible for providing the material upon which an appropriate evaluation is made, the department is responsible to be familiar with the evaluatee's file, make class visits as appropriate (see class visits below), and participate in the evaluation process outlined herein.

The main purpose of this document is to assist the colleagues in the Department of Foreign Languages and Literature in arriving at a rigorous and informed--and hence judicious--assessment of those who are under evaluation for tenure, promotion, or other purposes. Evaluees may seek out colleagues outside the department who can comment authoritatively on their field(s) of study, and include such material in the evaluation file according to the Faculty Code provisions.

The following procedures are adopted by the department for the evaluation of colleagues as called for by the Faculty Code. Other faculty reviews (such as streamlined reviews) will adhere to the Faculty Code, Professional Standards Committee guidelines and directives from the Office of the Academic Dean.

- I. Upon notification of the University deadlines candidates under evaluation shall prepare a statement outlining their professional objectives, teaching philosophy, activities, self-evaluations and participation in campus and community service. This statement should be presented to the chair in accordance with the specified deadlines imposed by the Dean of the University.
- II. Candidates should share with the department an updated C.V., copies of their course syllabi; professional papers; specific proposals they have initiated; lists of active involvement in local, regional, national or international organizations in their fields; attendance to any professional conferences or workshops; list of active membership in University governance and/or academic programs. Professional papers of significant lengths or in a non-English language should be abstracted.
- III. Upon notification of the University deadlines the chair will gather all material called for in the Faculty Code for each type of review (student evaluations, student advising data, etc.)
- IV. Item IV is required only for tenure and promotion evaluations. The chair, in mutual agreement with the candidate, will set a date for a seminar-type session and issue invitations to colleagues in the department, and from related fields. Such a date will precede the deadline for submission of evaluative letters to the Dean's office. The session will consist of the following:
  - a) A scholarly presentation on a topic of the candidate's choice.
  - b) Open discussion.

- V. The department shall hold a meeting to discuss all relevant data. All tenure-line faculty not on leave are to be present for the deliberation meeting. Other colleagues in the department who choose to participate by writing a letter on the evaluatee may be present at this time. The meeting will be held in the absence of the evaluatee. Individual letters of evaluation on the candidate will be handed in to the chair at least one hour prior to the beginning of the meeting. Any letters received on behalf of the evaluatee and whose authors are not present at the deliberation are summarized by the chair at the beginning of the meeting. At the conclusion of the deliberation, only tenure-line faculty will conduct an individual voice vote in the absence of the evaluatee and all other colleagues to arrive at the department's recommendation.
- VI. The deliberation session will be kept confidential but will be summarized and co-signed by the chair and a second departmental member chosen before the deliberation and in mutual agreement with the evaluatee. The summary includes the result of the department vote and, in the case of an open file, a record of the vote by name. This summary is given to the evaluatee along with all other documents called for by the Faculty Code.
- VII. If a discrepancy exists between the vote of a faculty member and her/his recommendation in the individual letter, then that colleague must submit an addendum clarifying her/his vote to the chair within one week. The chair will then transmit the departmental vote and recommendation and the required documentation to the appropriate sources as outlined in the Faculty Code.
- VIII. When the file is complete, the chair will notify departmental colleagues of the department's final recommendation.

### **Class Visits**

The department considers that class visits by colleagues are an important aspect of the evaluation process; therefore, we expect that as a group we would make enough class visits to give adequate consideration to the evaluatee's teaching. We encourage department members to view class visits as an ongoing process intended to provide colleagues with evaluation and feedback.

Due to the substantially different areas in our department (languages and literatures), we encourage colleagues with closer professional affinities to observe classes more often. At the very least, evaluatees will be visited by more than one colleague who would visit more than once during the period under evaluation. The process below provides further details.

1. For tenure-line faculty during their third year pre-tenure review, tenure review, and subsequent promotion years the candidates will be observed by all tenure-line faculty not on leave.
2. For tenure-line faculty during non-promotion years (non-streamlined reviews), ongoing instructors, and visiting faculty, the candidates will be observed by a group of designated observers, consisting of two people of their choice, and the chair. Of the three, at least one member must teach the same language (if available). Each of the three observers will visit a minimum of two classes and report their findings to the department in the deliberation meeting.
3. All other reviews are to be conducted according to the Faculty Code, Professional Standards Committee guidelines, and any directives from the Office of the Academic Dean.
4. Department members who wish to observe class sessions may do so.

Approved by the Department of Foreign Languages and Literature on May 2, 2007.

Approved by the Professional Standards Committee on May 7, 2007.