

**Department of Modern and Classical Languages
Columbus State University**

Standards of Excellence

Revised August 2013

I. Introduction and general information

The criteria and definitions below apply to performance evaluations of tenure-track faculty in the Department.

There are different types and stages of evaluations:

1. annual performance evaluations;
2. pre-tenure review;
3. tenure and promotion decisions;
4. post-tenure review.

The present document applies to the first three above. Criteria, definitions, and procedures for post-tenure review are those in the CSU *Full-time Faculty Handbook*, section 106.11.

1. Annual Performance Evaluation

Faculty in the Department of Modern and Classical Languages (MCL) will be evaluated annually based on their teaching, scholarship, service, and professional development. Standards for excellence and competence in each area are clarified below.

As required by Board of Regents policy, the performance of each faculty member will be evaluated annually. The evaluation will take place by March 31 and will cover the performance of responsibilities from the previous calendar year.

It will be the responsibility of each faculty member to document his or her specific accomplishments, and the quality and significance of those accomplishments, in a portfolio submitted to the department chair by February 15 of each year. Accomplishments will be reviewed by the department chair against the objectives established and approved by the faculty member and the department chair in the previous year's annual review meeting. Following review of the previous year's performance, goals should be established to serve as the basis for the following year's annual review.

In the annual review process, the department chair will evaluate each faculty member's performance as satisfactory performance, unsatisfactory performance, or excellent performance.

The evaluation process will be as follows:

- the department chair will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation;
- the faculty member will sign a statement indicating that he/she has been apprised of the content of the annual written evaluation;
- the faculty member may elect to respond in writing to the content of the evaluation. The response must be submitted within ten working days to the department chair and will be attached to the evaluation.

- the department chair will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgement will also become a part of the records.
- the results of the evaluation will be reflected in recommendations by the evaluator for merit pay increases. Only faculty receiving ratings of satisfactory performance and excellent performance will be considered for merit pay increases.

2. Pre-Tenure Review

In the spring of the third year of a tenure-track faculty member's service at CSU, that person will undergo pre-tenure review (see *Full-time Faculty Handbook*, section 106.10). A successful third year review requires that the faculty member demonstrate that he/she is developing a significant role in the department through teaching, scholarship, service, and professional development. Toward this end, the faculty member will submit a portfolio documenting achievements and progress in the above-mentioned areas, along with a professional development plan (PDP) covering the next two years of service. All pre-tenure portfolios must include three teaching observation reports from different semesters, written by different tenured MCL colleagues. The visits will be: a) visit 1, no later than the Fall of the second year; b) visit 2, no later than the Spring of the second year; c) visit 3, no later than the Fall of the third year. A pre-tenure review panel consisting of two members of the MCL tenured faculty and one tenured person from outside MCL will evaluate the candidate's portfolio and offer feedback to the faculty member about performance strengths and weaknesses. That panel may include the Chairperson of MCL if no other tenured member of the Department is available. Standards for excellence and competence in each area are clarified below.

3. Tenure and Promotion decisions

To be tenured and/or promoted, faculty members must be eligible according to the guidelines in CSU *Full-time Faculty Handbook*, section 106.4 (from Board of Regents, Section 803.09). The performance criteria are:

- Superior teaching; demonstrating excellence in instruction
- Research or academic achievement, as appropriate to the mission (herein referred to as "scholarship")
- Outstanding service to the institution, profession, or community
- Professional growth and development

Faculty must exhibit satisfactory performance in teaching, scholarship, and service, with demonstrated excellence in two of three areas (one must be teaching) as determined by the departmental *Standards of Excellence* herein.

II. Standards of Excellence

1. Standards for Teaching

For annual evaluations, a record of excellence in teaching is documented by:

- Student evaluations: complete sets of student evaluations of all courses taught, showing evidence of superior communication and teaching skills;
- Pedagogy: a representative selection of class materials, such as syllabi, assignments, exams, and handouts used during the year documenting the understanding and implementation of national standards of foreign language teaching as outlined by the American Council on the Teaching of Foreign Languages (ACTFL);
- Peer evaluations: conducted by colleagues inside the Department, as specified by departmental policy;

- d) Teaching load: number of preparations, new preparations, new course developments, and new delivery methods;
- e) Advising, mentoring, and recruiting of students: advising logs, recruitment activity/success, orientation and visitation, mentorships, job referrals and internships, undergraduate or graduate research;
- f) Faculty development activities in teaching: teaching seminars and workshops, training or research related to alternative delivery methods, pedagogical enhancements, and maintaining currency in teaching field.

A faculty member is free to add other documentation and/or testimonials to materials submitted as part of annual evaluation dossiers.

For tenure and promotion decisions, a record of excellence in teaching will be judged based on a portfolio consisting of:

- a) A representative selection of class materials, such as syllabi, assignments, exams, and handouts;
- b) At least one complete set of student evaluations for every two sections taught;
- c) A tenured MCL colleague's letter, based on a visit or videotape of a class;
- d) A statement of teaching philosophy.

All components of the teaching portfolio must document the understanding and implementation of national standards of foreign language teaching as outlined by the American Council on the Teaching of Foreign Languages (ACTFL). The student evaluations and the colleague's letter must provide evidence and examples of superior performance as instructor. Teaching awards and other recognitions from outside the Department provide additional evidence of excellence in teaching.

2. Standards for Scholarship

For annual evaluations, the expectation is that the faculty member can demonstrate progress toward the concrete results outlined above. Productivity standards may vary by workload and area of primary teaching responsibility. Faculty should provide evidence of all scholarly, research, and creative activities in the annual portfolio. Performance in this area may include all efforts to remain active in the area of research and creative activity, including presenting papers at conferences, submitting manuscripts for review, delivering research presentations by invitation, publishing scholarship or creative activity in peer-reviewed publications, receiving significant competitive external grants related to the faculty member's academic discipline, having outstanding papers presented at conferences or manuscripts submitted for review, or other performance judged relevant by the department chair.

For tenure and promotion decisions, a record of excellence in scholarship is demonstrated by the publication as sole author of at least two different articles or book chapters in peer-reviewed venues in the person's fields of expertise, and participation as presenter in at least two scholarly conferences.

While a person's reputable scholarly standing can also be illustrated by his/her editing or co-editing of books, editorial duties for journals, presses and professional organizations, invited scholarly publications, invitations to lecture, invitations to review academic dossiers, and several other activities resulting directly from one's academic visibility and good performance, it is important to understand that MCL will consider what is outlined in the previous paragraph as the minimum standard of excellence for recommendation of promotion to tenured Associate Professor.

3. Standards for Service

Faculty are expected to be available to students and colleagues, accept appropriate committee assignments, and actively participate in departmental, college, university, and university-system activities.

The Department expects every faculty member to be active in service. Service is defined as participation in committees, student advising, mentoring colleagues and students, and contributing to other activities, such as those sponsored by language clubs and honor societies. A record of service can also include service in the University at large, service in the profession, and outreach directly related to the mission of

the Department and the University. Excellence in service is demonstrated by continued commitment, gradual increase in scope and importance of committee work, and instances of invited non-compensated service attributable to one's professional standing.

4. Standards for Professional Growth and Development

The Department expects every faculty member to maintain instructional, scholarly, and service performance that demonstrates continued commitment to professional growth and development. Such commitment is evidenced, for instance, by attendance at training sessions and workshops (both internally and externally), and grant writing. The Department understands that, often, overlaps exist in teaching, scholarship, service, and professional development—and that such overlap is healthy as it demonstrates that a person's standing leads to participation in academic activities and professional invitations. The Department understands that ethical individuals will report any "overlapping" activity only once, and under the activity area (teaching, scholarship, service, or professional development) which best represents it.

Excellence in professional development and growth is evidenced by activities such as delivery of training sessions and workshops, serving as model teacher or resource to others in the areas of pedagogy and methodology, invitations to guest-lecture or other appearances related to fields of expertise, editorial or consulting duties in the fields of expertise, reviewing grants for external agencies, and reviewing of academic dossiers (both internally and externally).

Collegiality

Members of MCL are expected to maintain respectful, productive, constructive, and professional relationships with their colleagues.

Faculty member signatures:

Alyce Cook

Cécile Accilien

Vivian Joelle Bonamy

Bobby Nixon

Pedro Maligo