

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

Standards of Excellence

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I. General Information for the Faculty Evaluation Process

This document provides the standards of excellence for the Department of Modern and Classical Languages. The document is designed to communicate the expectations of faculty relevant to performance of teaching, scholarship, service, and professional growth and development. All faculty within the Department of Modern and Classical Languages will undergo performance evaluations and must meet the minimal criteria for promotion at all ranks and for tenure as required by the University System of Georgia Board of Regents. The type of review differs for tenure and non-tenure track faculty.

Tenure-track faculty undergo

- A. annual performance evaluations;
- B. pre-tenure review;
- C. tenure and promotion evaluation;
- D. post-tenure 5-year review.

Non-tenure track faculty (e.g. Lecturer) faculty undergo

- A. annual performance evaluations;
- B. a third-year review of Lecturers;
- C. a four-year review of Senior Lecturers;

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

A. Annual Performance Evaluation

Faculty in the Department of Modern and Classical Languages (MCL) will be evaluated annually based on their teaching/professional development, scholarship, and service. 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 on the date specified by the university calendar 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 Digital Measures portfolio submitted to the department chair by the date specified on the university calendar. 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 in Digital Measures indicating that he/she has been apprised of the content of the annual written evaluation;
- The faculty member may elect to respond in writing in Digital Measures to the content of the evaluation. The response must be submitted within the timeframe indicated by Digital Measures to the department chair.
- The department chair will acknowledge via Digital measures 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.

B. Pre-Tenure and Third-Year Review

Pre-Tenure Review for Tenure-Track Faculty

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*). A successful third year review requires that the faculty member demonstrate that he/she is developing a significant role in the department through teaching/professional development, scholarship, and service. Toward this end, the faculty member will submit to Digital Measures documentation of 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 and, if necessary, from colleagues in related fields. 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.

Third-Year Review for Non-Tenure-Track Faculty

In the third year of a lecturer's service at CSU, that person will undergo a third-year review submitted through the College's personnel committee. A successful third year review requires that the faculty member demonstrate that he/she is developing a significant role in the department through teaching/professional development and service. Toward this end, the faculty member will submit to Digital Measures documentation of achievements and progress in the above-mentioned areas, along with goals covering the next four years of service.

All materials must include three teaching observation reports from different semesters, written by different tenured MCL colleagues and, if necessary, from colleagues in related fields. A third-year 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.

C. Tenure and Promotion evaluation

To be tenured and/or promoted, faculty members must be eligible according to the guidelines in CSU *Full-time Faculty Handbook*, <https://facstaff.columbusstate.edu/handbooks/faculty-handbook/evaluation-promotion-tenure.php#f> (from Board of Regents, Section 803.09). The areas of review are:

- a. Teaching; demonstrating excellence in instruction;
- b. Research or academic achievement, as appropriate to the mission (herein referred to as "scholarship")
- c. Service to the institution, profession, or community
- d. 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.

D. Post Tenure Review

Tenured faculty in the Department of Modern and Classical Languages (MCL) will be evaluated every five years based on their teaching/professional development, scholarship, and service. 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 every five years. The evaluation will take place on the date specified by the university calendar and will cover the performance of responsibilities since the time of tenure or the last post tenure review.

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 by the date specified on the university calendar. Accomplishments will be reviewed by the department chair against the objectives established and approved by the faculty member and the department chair in the prior performance evaluation meetings. Following review, goals should be established to serve as the basis for the following year's annual review.

In the post tenure review process, the faculty member's performance will be evaluated as satisfactory performance, unsatisfactory performance, or excellent performance.

Faculty must exhibit satisfactory performance in teaching, scholarship, and service, as determined by the departmental *Standards of Excellence* herein.

II. Standards of Excellence

A. Standards for Teaching

All faculty member's performance will be evaluated as satisfactory performance, unsatisfactory performance, or excellent performance. Criteria may differ for non-tenure track faculty as described herein.

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

- a) Student evaluations: in accordance with the College of Letters and Science, faculty must submit student evaluations in all courses taught. Courses with less than six students and a student response rate of less than 30% may be excluded. Each instructor may supplement the university administered student evaluations with his or her own evaluations for tenure and promotion.
- b) 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);
- c) Peer observations: 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 and mentoring: advising logs, mentorships, job referrals and internships, undergraduate or graduate research;

Criteria to establish student success can include but are not limited to: innovative teaching, internships, high impact practices, provide knowledge of career paths and opportunities, provide scholarship and award opportunities.

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 evaluation, a record of excellence in teaching will be judged based on the teaching portfolio consisting of:

- a) Description of teaching responsibilities and statement of teaching philosophy;
- b) Supporting evidence;
- c) Response to student feedback.

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.

For post tenure review evaluation, a record of excellence in teaching will be judged based on the teaching portfolio consisting of: other criteria will be forthcoming but for now the tenure and promotion criteria will be used.

For promotion evaluation of non-tenure faculty, a record of excellence in teaching will be judged based on the teaching portfolio consisting of:

- d) Description of teaching responsibilities and statement of teaching philosophy;
- e) Supporting evidence;
- f) Response to student feedback.

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.

For four-year review evaluation of non-tenure faculty, a record of excellence in teaching will be judged based on the criteria established for promotion and the evidence contained within the teaching portfolio.

B. Standards for Scholarship

The faculty member's performance will be evaluated as satisfactory performance, unsatisfactory performance, or excellent performance.

For annual evaluations, the expectation is that the faculty member can demonstrate progress toward the concrete results outlined herein. 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, book reviews, receiving significant competitive external grants related to the faculty member's academic discipline, 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. A satisfactory record is demonstrated by one sole authored publication in a peer-reviewed venue; or two co-authored publications in peer-reviewed venues; or one co-authored publication and one translation in peer-reviewed venues.

For post tenure review evaluation, a record of satisfactory in scholarship will be judged based on the teaching portfolio consisting of: other criteria will be forthcoming but for now the tenure and promotion criteria will be used.

C. 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.

The faculty member's performance will be evaluated as satisfactory performance, unsatisfactory

performance, or excellent performance.

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

D. 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.

The faculty member's performance will be evaluated as satisfactory performance, unsatisfactory performance, or excellent performance.

Excellence in professional development and growth is evidenced by activities such as delivery of training sessions, teaching seminars, and workshops; serving as model teacher or resource to others in the areas of pedagogy and methodology; training or research related to alternative delivery methods, pedagogical enhancements, and maintaining currency in teaching field; 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, proposal writing, translation and interpreting activities, and reviewing of academic dossiers (both internally and externally).

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III. Faculty member signatures:

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Approved, pending forthcoming changes.

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