

Department of Languages and Cultures
College of Letters, Arts and Sciences

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DEPARTMENT OF LANGUAGES AND CULTURES
Reappointment, Promotion and Tenure Criteria

January 29, 2009

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Introduction:

Standards and processes for reappointment, promotion and tenure of faculty are governed by Article V and Appendix A of the Laws of the Regents. These are further delineated in a series of CU Administrative Policy Statements. Campus guidance is supplied in UCCS Policy # 200-001. These documents require the establishment of departmental criteria which are to be used throughout the review process.

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Department of Languages and Cultures at the University of Colorado at Colorado Springs. The criteria are based on appropriate and current standards of professional performance in our discipline. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to quality teaching, strong research/creative work, and effective service to the university, the profession, and the community. The evaluation process assumes: possession of an appropriate terminal degree; competent education and training in the discipline(s); conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and collegial responsibilities.

When these criteria are applied to faculty who were granted time toward tenure, the work done during the years granted toward tenure shall be considered equivalent to work performed at UCCS. While a faculty member's career record will be considered in personnel actions described here, the main emphasis of evaluation will be on work performed at UCCS and, in particular, progress since the last review. The FRS or Faculty Responsibility Statement specifying the breakdown of what the faculty member is responsible for within the needs of the department/unit within the context of the University's strategic plan will not be utilized.

Initial Review:

The candidate's total record, including teaching, research and service, shall be evaluated. No specific rating in each area is required, but the record must show sufficient potential of future success to justify reappointment.

Teaching: Considerable emphasis will be placed on the teaching contribution of the individual. The candidate's teaching shall be evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. The candidate should

demonstrate teaching effectiveness at a variety of levels (introductory through advanced) and good interaction with students in the non-classroom learning environment. The candidate is expected to show potential for continued development as a teacher. Candidates should demonstrate that their courses are coherently organized and thoughtfully presented. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration.

Research and Creative Work: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translation and creative work in the target language. We recognize scholarly study of teaching and learning issues in our field as a form of research. The candidate is expected to demonstrate a well-designed research plan and the potential for continued development as a researcher and progress toward publication. This might include drafts of work in progress, presentations at professional meetings, and/or articles, translations or creative work submitted for publication. The department recognizes the growing importance of on-line publications and a variety of digital publication formats. Evaluation of these publication forms will continue to be based upon criteria such as the standing of the publication site in the profession and the refereed or non-refereed status of the particular publication. The department maintains the ideal of an average of at least one professional presentation per year.

Service: The department recognizes service to the campus, community and to our profession. At this stage, the candidate is expected to be involved in departmental meetings and activities including advising students and interacting with appropriate community agencies and organizations.

Comprehensive Review:

The candidate's record in teaching, research, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in all three areas. The review may also take into account issues of material bearing such as strategic goals of the department, college and campus.

Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. The candidate should demonstrate that courses are coherently organized and thoughtfully presented. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials at all levels (introductory lower division courses through upper-division courses and, where applicable, graduate seminars). In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor,

independent study director, intern supervisor and similar activities shall be considered here. A rating of meritorious will require student evaluations which are typically at or above the departmental average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the departmental average, evidence of effective teaching, and dedication to student learning. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations.

Research: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translations and creative work in the target language. We recognize scholarly study of teaching and learning issues in our field as a form of research. Articles in refereed journals or refereed on-line publications, book chapters, and/or a book-length manuscript which make original contributions to knowledge will be considered. Co-authored articles will equal the value of a single authored article if significant scholarly input can be established. The department recognizes a published academic article in translation or a creative work in the target language as equivalent to a published article. It also recognizes edited and annotated works as equivalent to books and or articles as appropriate. A rating of meritorious requires reasonable progress toward tenure as demonstrated by submission of research proposals, professional presentations, publications, and by letters of evaluation of the work. A rating of excellent requires at least three publications which may include refereed journal articles, article length translations, refereed book chapters, or article-length refereed publication/presentation of creative works. The department also recognizes that invited publications and presentations often represent recognition of expertise in the field and will receive credit accordingly. Evaluation of the venue for publication, presentation and/or performance will determine the value placed on a particular invited work. Receipt of peer-reviewed grants or contracts may be substituted for publications. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met.

Service: The department recognizes service to the campus, community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and some service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

Promotion to Associate Professor and Awarding of Tenure:

The candidate's record in teaching, research, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must be rated as, at least, meritorious in all three areas and must receive a rating of excellent in either teaching or research.

Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in

the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. A rating of meritorious will require student evaluations which are typically at or above the departmental average and evidence of effective teaching. A rating of excellent will require student evaluations which are typically above the departmental average, evidence of effective teaching, continuing creativity and/or improvement of courses at all levels and dedication to student learning. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations.

Research: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translation, editorial and annotative work and creative work in the target language. We recognize scholarly study of teaching and learning issues in our field as a form of research. A rating of meritorious requires at least three peer-reviewed publications which make an original scholarly contribution published or accepted in final form. A rating of excellent requires at least five peer-reviewed publications which make an original scholarly contribution published or accepted in final form. Articles in refereed journals or refereed on-line publications, book chapters, and/or a book-length manuscript which makes original contributions to knowledge will be considered. Co-authored articles will equal the value of a single authored article if significant scholarly input can be established. The department recognizes a published academic article in translation or a creative work in the target language as equivalent to a published article. It also recognizes edited and annotated works as equivalent to books and/or articles as appropriate. Edited anthologies of previously published work shall normally count as one scholarly article. Papers are expected to have been delivered annually at the professional meetings of national or international scholarly organizations. Invited presentations are recognized, depending on the venue, as recognition of expertise in the field. Digital presentation of scholarly work and publication in catalogues and exhibition journals is also considered equivalent to traditional publication venues. Receipt of peer-reviewed grants or contracts may be substituted for publications. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity specified has not been met. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing research activity.

Service: The department recognizes service to the campus, community and to our profession. A rating of meritorious requires meeting service responsibilities within the department and service to the college, campus, community or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

Promotion to Full Professor:

The candidate's record in teaching, research, and service will be evaluated as a whole as below expectations, meritorious, or excellent. Promotion requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service."

Teaching: The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through development of new and revised curriculum, new pedagogical techniques, participation in professional development, work with students outside the classroom and other areas of teaching such as those in the appendix.

Research: The department recognizes that scholarship can take many forms. Our department emphasizes fundamental discovery, scholarly work which integrates existing knowledge, scholarly translation, editorial and annotative work, and creative work in the target language recognize scholarly study of teaching and learning issues in our field as a form of research. Substantial, significant and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated through refereed publications, peer-reviewed grants and other areas of research such as those in the appendix. Exceptional quality of scholarly work may be considered to raise an evaluation in cases where the quantity is less. Presentations at professional meetings and non-refereed publications may be considered as secondary evidence of ongoing research activity. Invited publications and presentations may be considered particular evidence of expertise and recognition in the field. The department recognizes that scholarly interests may shift after tenure and promotion and wishes to support scholarship that takes different forms or addresses different issues than those represented at the time of tenure. Normally evidence of intellectual growth as a scholar since promotion will mean publication of a book or equivalent scholarship based on substantially new research beyond that for which the candidate was awarded promotion to associate professor. In addition there must be evidence of national or international esteem for their scholarship as important and authoritative works in the field. Continued participation at national and international meetings by presentation of papers is expected.

Service: The department recognizes service to the campus, community and to our profession. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated through a discussion of service progress in the department, college, campus, university, community and in our profession. We recognize that different faculty at this level will fulfill this requirement very differently. The appendix lists some issues that may be considered.

Post-tenure Review:

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define “meeting expectations” for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of “meeting expectations” or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member’s current professional plan, and 3) having submitted an acceptable professional plan which indicates an ability to achieve “meeting expectations” or higher ratings in the future. If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of “meeting expectations” is still appropriate. Ratings of “exceeding expectations” or “outstanding” will be awarded for exceeding these standards.

Appendix:

Examples of Appropriate Criteria for Faculty Evaluation

A. TEACHING

1. Student Evaluation of Teaching
2. Teaching Awards and Other Outstanding Accomplishments in Instruction
3. Peer Evaluation of Teaching
4. Alumni Evaluation
5. Quality of Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions
6. Student Advising
7. Innovations in Teaching
8. Creativity in Teaching
9. Participation in Teaching-Related Subject Activities
10. Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers
11. Student Supervision in Professional Experience Activities, Internships, and/or Independent Studies
12. Evaluation of Student Performance in departmental examinations and assessments
13. Preparation of Course Material

14. Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students)
15. Course Organization
16. New Course Development
17. Teaching Improvement Activity (Workshops, Conferences)
18. Role Modeling and Mentoring Based on a Teaching Experience on Any Educational Level
19. Teaching Contribution at Any Institution in Addition to the University of Colorado
20. Risk Factor Involved in the Teaching Venture
21. Contributions of teaching to diversity

B. RESEARCH/CREATIVE WORK

1. Peer Judged Publications
2. Papers Prepared for Professional Conferences
3. Recognition by other Scholars of Research and Publications
4. Creative Work
5. Performances
6. Readings
7. Unsponsored Research
8. Grants and Contracts (Sponsored Research)
9. Professional Reputation (Both Inside and Outside University)
10. Evidence of Capacity for Future Achievements
11. Participation in Development Workshops
12. Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc)
13. Papers Presented at Professional Workshops, Conferences
14. Long-Term Research Projects
15. Expert and Technical Consultation of Research Projects
16. Role Modeling and Mentoring of Research on Any Educational Level
17. Risk Factor Involved in the Research Venture
18. Cultural and societal impact
19. Contribution to diversity

C. SERVICE

1. Departmental, College, Campus and University Committees
2. Administrative Service (such as program director, chair, center director ...)
3. Service to the Profession and Discipline (Local, State, National, International Level)
4. Consultation and Public Service
5. Role Modeling and Mentoring on Any Educational Level
6. Reviewing Research Proposals
7. Reviewing Books in Scholarly Journals
8. Reviewing Grant Proposals

9. Refereeing Manuscripts
10. Participation at Professional Conferences, Specifically Organizational Activities
(Organizational Activities, Local Planning Committees, Site Visit Details, Activities
Involved in Local, Regional and National Meetings, etc.)
11. Membership In and/or Office-holding in Professional Associations.
12. Service Contribution to Education at Any Level and at Any Institution in Addition to
the University of Colorado
13. Contribution to diversity
14. Participation in faculty governance

**This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements.
Items are not ranked or grouped in any order of importance.**