

DEPARTMENT OF MODERN LANGUAGES ANNUAL FACULTY EVALUATION POLICIES AND PROCEDURES SPRING 2008

This policy supersedes all previous departmental policies and procedures; this policy is included in Department's Policy and Procedures Manual and in new hire packets for faculty; revisions are distributed to all faculty.

OVERVIEW

Faculty members in the Department of Modern Languages are generally expected to be active in three professional areas: teaching, research, and service. The purpose of this document is to establish guidelines for annual expectations in these three areas. Faculty members are also encouraged to refer to the UPPS 04.04.21, "Tenure/Promotion Review," the department's "Tenure/Promotion Policies and Procedures," LA PPS 2.02 "Tenure and Promotion Policies: College of Liberal Arts," and the pertinent sections of the *Faculty Handbook* for regulations and policies governing appointment, promotion, academic freedom, responsibility, tenure, due process, and other information.

All faculty members at all ranks, from Lecturer to Professor, are evaluated annually by 1 March. Graduate Teaching Assistants are evaluated in the course Spanish 5100, Practicum in Teaching Spanish. The purposes of annual faculty evaluation are to provide for self-development; to identify, reinforce, and share the strengths of the faculty; to extend opportunities for continuous professional development; to provide for identifying and strengthening the role of each faculty member in the department; and to provide information which may be used in tenure and promotion recommendations, the awarding of performance and merit raises, and decisions regarding the retention of faculty.

Faculty members who receive workload credits for research (i.e., tenured faculty, tenure-track faculty, and some faculty on phased retirement) are evaluated in the areas of teaching, research, and service. For these faculty members, the relative importance assigned to each of the categories of teaching, research, and service are as follows: 40% for teaching, 40% for research, and 20% for service. Tenure-track faculty are expected to do only minimal service in order to focus their attention on teaching and research. Faculty members who do not receive workload credits for research (i.e., Lecturers, Senior Lecturers, and some phased-retirement faculty) are not required to engage in scholarly activities. In addition, Lecturers and relevant phased-retirement faculty are evaluated only in the area of teaching. Senior Lecturers are evaluated in teaching and service as follows: 80% for teaching and 20% for service. Faculty members who do not receive workload credits for research but who wish to be evaluated in the area of research must complete the appropriate sections of the "College of Liberal Arts Annual Reporting System (<http://annualreview.flowers.txstate.edu/index.php>)" (see Appendix I), and they must submit the necessary supporting documentation. Evaluation of all faculty members, regardless of rank or status, includes anonymous student evaluation of teaching. At least half the courses taught by faculty members during the year, representing all levels of courses taught, are evaluated by students (see Student Evaluation Procedures in Appendix II).

PROCEDURE

The evaluation process is organized in four phases.

In Phase I, faculty members complete the form in the "College of Liberal Arts Annual Reporting System (<http://annualreview.flowers.txstate.edu/index.php>)" (see Appendix I) and submit pertinent supporting documentation and a current curriculum vitae to the Chair of the department (see calendar below). Undocumented activities do not count for meeting department expectations. All materials (see checklist at the end of appendix I) must be submitted by the established deadline.

In Phase II, two Professors appointed by the Chair on an annual rotating basis from the Personnel Committee review faculty members' packets, evaluate their professional activities, and complete section 7 of the online Liberal Arts report. If the two Professors disagree on their evaluation of a faculty member's activities, the Chair will select a third Professor from the Personnel Committee to discuss the situation with the other two Professors and resolve any differences. Then, the Chair reviews faculty members' packets, evaluates their professional activities, and completes section 8 of the online Liberal Arts report. The evaluation is based on the materials submitted in the completed packet and follows the department's Faculty Evaluation Guidelines.

In Phase III, faculty members review the online evaluation report and certify the report by the end of the fifth class day of the spring semester. Faculty members may include or attach written comments to the evaluation form. If faculty members wish to appeal the results of their evaluation, they may request a hearing before the Personnel Committee by submitting a written request to the Chair within this same five class-day period.

In Phase IV, the Dean of Liberal Arts reviews the reports, may make comments, and informs the Chair and the faculty member that the Dean's review has been completed.

FACULTY EVALUATION GUIDELINES

TEACHING

Faculty members are expected to maintain high quality classroom instruction as evidenced by course preparation, student evaluations, and course/curriculum development.

3. Exceeds annual expectations
Evidence of exceptional classroom teaching/assessment and/or substantial instructional innovation, new course preparation, curriculum development, or leading a successful study abroad program
2. Meets annual expectations
Evidence of high quality classroom teaching/assessment and course materials development
1. Does not meet annual expectations
Little or no evidence of adequate classroom teaching/assessment

SCHOLARLY/CREATIVE ACTIVITY

Faculty members are expected to engage in scholarly/creative activities, the products of which disseminated outside the university and refereed (or invited) by external scholarly/creative organizations or individuals. Judgments of quality such as those involved in the refereeing procedures of external professional organizations and those of the departmental Personnel Committee are of primary importance. Because of the length of time required for some organizations' review procedures, evaluation of faculty members' scholarly/creative activities applies over a three year period. Faculty members are expected to demonstrate their scholarly/creative activities in the form of refereed (or invited) publications such as books, monographs, textbooks, journal articles, scholarly transcriptions, scholarly translations, edited works, essays, annotated bibliographies, or creative works. Additional evidence of scholarly/creative activities may include externally funded grants and papers presented at professional meetings. A funded, refereed external grant of substantial size and/or prestige may substitute for one article, provided that the faculty member is the principal investigator, during the faculty member's time in grade. All activities are to fall within the faculty member's area(s) of expertise.

3. Exceeds three-year expectations
Acceptance/publication of
 - a) a book, monograph, textbook, major scholarly transcription, major edited work, translation of major work, major annotated bibliography, or major creative work; or
 - b) more than two journal articles (or scholarly transcriptions, scholarly translations, edited works, essays, annotated bibliographies, creative works); or
 - c) two journal articles, scholarly transcriptions, scholarly translations, edited works, essays, annotated bibliographies, or creative works; plus an externally funded grant
2. Meets three-year expectations
Acceptance/publication of two journal articles (or scholarly transcriptions, scholarly translations, edited works, essays, annotated bibliographies, creative works)
1. Does not meet three-year expectations
Fewer activities than those listed in number 2 above

LEADERSHIP/SERVICE

Faculty members are generally expected to participate in professional service in at least one of the following areas: student activities, department, college, university, profession, or community. All activities are to fall within the faculty member's area(s) of expertise.

3. Exceeds annual expectations
Evidence of very effective service
2. Meets annual expectations
Evidence of effective service
1. Does not meet annual expectations
Little or no evidence of service in any area

**CALENDAR
ANNUAL FACULTY EVALUATION
DEPARTMENT OF MODERN LANGUAGES**

<u>Activity</u>	<u>Deadline</u>
1. Chair notifies faculty of the initiation of the annual evaluation process and reminds faculty to complete the “College of Liberal Arts Annual Reporting System (http://annualreview.flowers.txstate.edu/index.php).”	1 December
2. Faculty members complete the “College of Liberal Arts Annual Reporting System (http://annualreview.flowers.txstate.edu/index.php).”	1 February
3. Two Professors of the Personnel Committee review faculty dossiers and complete section 7 of the Liberal Arts report.	1-14 February
4. Chair reviews faculty dossiers and completes section 8 of the Liberal Arts report.	14-21 February
5. Faculty members review the online evaluation report.	22 February
6. Faculty members certify the report by the end of the fifth class day (including comments if desired in the on-line evaluation report) or submit written appeal for hearing to Chair.	within five class days
7. The Dean of Liberal Arts reviews the reports, may make comments, and informs the Chair and the faculty member that the Dean’s review has been completed.	

APPENDIX I

CHECKLIST FOR SUPPORTING DOCUMENTATION

AND

COLLEGE OF LIBERAL ARTS REPORT
OF FACULTY ACTIVITIES AND DEPARTMENTAL REVIEW

College of Liberal Arts Faculty Annual Reporting System

The following is a list of the sections of the annual report along with brief instructions about what should appear in each section. You can cut-and-paste information from Word into the on-line form. Although you can work on creating your report in this document, all reports must be submitted using the on-line system available at:

<http://annualreview.flowers.txstate.edu/>

Section 1. Employee Information

Please verify your name, department, rank, and highest degree earned.

Section 2. Teaching

2A. Course Load

Full-time faculty (100%) must list at least 4 courses or course equivalents; 75% faculty, 3 courses or course equivalents, etc. If you were full time (100%) but carried more than 4 courses or course equivalents as part of your workload, list the additional courses/course equivalents in this section. Out-of-load teaching for which you earned additional compensation should be listed in Section 2D ("Other teaching activities").

Course equivalents include assigned time for research/creative activity, for administrative duties, for advising, etc. Indicate specifically the nature of each course equivalent. Example:

1. HIST 1310, History of the United States to 1877, 121 students
2. HIST 4325, Islamic History to 1798, 48 students
3. Director, Center for Middle East Studies
4. Research

2B. Thesis/dissertation direction

List by name any doctoral, master's, or honors thesis students, or Applied Research Project students (MPA/Legal Studies), under your direction during the year. If the student completed the project (earned "CR"), indicate the semester of completion (spring, fall, or summer).

2C. Thesis/dissertation committees

List by name any doctoral, master's, or honors thesis students on whose committees you served during the year.

2D. Other Teaching Activities

List other teaching activities or accomplishments during the year that are not adequately covered above.

2E. Awards for Teaching

This information will be used for section 5 ("Awards and Honors"). Awards should be divided into those at the International/National/Regional and State/Local levels.

List awards received and executive offices or board memberships held during the year. Use LA Bibliography format:

[format for an award]

Margerison, Kenneth. The James Davenport Memorial Award for Outstanding Leadership, National Council of Higher Education, National Education Association

[format for an office held]

Giuffre, Patti. Secretary-Treasurer, Sex and Gender Section, American Sociological Association

2F. Comments on Teaching

Describe any major changes in your teaching approach or responsibilities during the calendar year and/or comment on any aspect of your teaching that you wish to highlight. Limit comments to approximately 500 words or less.

2G. Comments on Student Evaluations

Comment on your student evaluations. State what you learned from them, and indicate changes, if any, that you plan to make in light of students' responses. Limit comments to approximately 500 words or less.

2H. Advising

List any major advising duties you had during the year. Indicate whether you received assigned time for these duties; you must also include the assigned time as a "course equivalent" in Section 2A ("Course load").

Section 3. Research, Creative, and Professional Activity

3A. Publications (print & electronic)

3A1. Books

3A2. Book chapters, refereed articles, essays, stories, poems

3A3. Other published scholarly/creative work

3A4. Work accepted for publication during the calendar year

3A5. Works submitted for publication during the calendar year.

Format for book

Caldwell, Sally. *Statistics Unplugged*. Belmont, CA: Wadsworth

Format for edited book

Forrest, Jennifer, and Leonard Koos, eds. *Dead Ringers: The Remake in Theory and Practice*. Albany, NY: SUNY Press

Format for book chapter/work in anthology

Riley, F. Kent. "Female and Male: The Ideology of Balance and Renewal in Elite Costuming Among the Classic Period Maya." *Ancient Maya Gender Identity and Relations*. Lowell Gustafson and Amelia M. Trevelyan, eds. Westport: Bergin and Garvey Press

Format for journal article

Raphael, Rebecca. "'That's No Literature, That's My Bible': On James Kugel's Objections to the Idea of Biblical Poetry." *Journal for the Study of the Old Testament* 27.1 (September), 37-45

Format for magazine publication

Gilb, Dagoberto. "Spanish Guy." *The New Yorker* (April 22/29), 166

3B. Papers, presentations, & readings

3B1. Work presented at international, national, regional, and state venues

3B2. Work presented at local venues

Format for paper/presentation

Anderson, Audwin, and Larry Hall. "Gender Equity: Equal Opportunity or Equal Outcomes." Mid-South Sociological Association, Memphis TN

format for reading

Peirce, Kathleen. Poetry Reading. University of New Orleans, New Orleans, LA

3C. Work in progress

Briefly describe scholarly/creative work completed, but not published, presented, or submitted, during the calendar year. For collaborative work, list co-authors.

3D. External grants, contracts, and program funding

3D1. External grant/contract funding

Format

Juarez, Ana M., and Gayle M. Timmerman. Emotional Eating and Basic Needs Satisfaction in Mexican American Women, Pilot Study, National Institute of Health. \$15,000

3D2. External program funding

Format

Grimes, Tom. The Burdine Johnson Foundation, Funding for the Katherine Anne Porter House. \$25,000

3D3. Reports to external funding agencies

Format

Larsen, R., M. Jennings, R. Earl, G. Longley, D. Bryan, F. Shelley, and R. Stephenson. "Technical Issues Related to Issuance of General Permits for Small Domestic Wastewater Facilities in Texas." Technical Report WQD-002, Texas Commission on Environmental Quality (129 pages)

3E. Editorship/Editorial Board of professional journal, book series

List journals or book series for which you were editor or editorial board member.

Format

Macey, Susan. Editorial Board. *The GIS Educator*

3F. Awards for Research and Creative Activity

This information will be used for section 5 ("Awards and Honors"). Awards should be divided into those at the International/National/Regional and State/Local levels.

Format for an award

Margerison, Kenneth. The James Davenport Memorial Award for Outstanding Leadership, National Council of Higher Education, National Education Association

Format for an office held

Giuffre, Patti. Secretary-Treasurer, Sex and Gender Section, American Sociological Association

3G. Mentoring of students who presented papers, published work, and/or won awards

If you mentored students who presented papers at international, national, regional, or state meetings; who published work; or who won awards, provide details below. List graduate students in part 1, undergraduates in part 2. For co-authored work, list authors' names in the order given in the program or publication. Use LA Bibliography format:

Format for student paper

Ogletree, S. (mentor). S. A. Ericson. "Sexy versus Smart: Gender and Autonomy." Southwestern Psychological Association Convention, Corpus Christi, TX

Format for co-authored student publication

Wright, Walter (mentor) and Todd Ryska. "Book Review: *Dealing in Virtue: International Commercial Arbitration and The Construction of a Transnational Legal Order*." *Texas Mediator* (Summer), 7-8

Format for student award

Di Mauro-Jackson, Moira (mentor). Lina Ha. Joseph W. Yedlicka Award (full tuition scholarship, Avignon, France). Institute of American Universities

3H. Other research, creative, or professional activity

Include enough information to identify the activity clearly. Note: If you wish to list any of these activities as service rather than as research, creative, or professional activity, put them in Section 4C, ("Service to profession or discipline"), rather than in this section. Do not list them in both sections.

Section 4. Service

4A. Departmental Service

List service to your Department.

4B. College & University Service

List service to the college and university.

4C. Service to profession or discipline

Do not include information already listed above in section 3H ("Other research, creative, or professional activity").

4D. Community / public service

List professionally related service beyond the university.

4E. Awards for Service

This information will be used for section 5 ("Awards and Honors"). Awards should be divided into those at the International/National/Regional and State/Local levels.

Format for an award

Margerison, Kenneth. The James Davenport Memorial Award for Outstanding Leadership, National Council of Higher Education, National Education Association

Format for an office held

Giuffre, Patti. Secretary-Treasurer, Sex and Gender Section, American Sociological Association

Section 5. Awards and Honors

This information is automatically filled in based on Sections 2E, 3F, and 4E. Changes should be made in the appropriate section.

Section 6. Plan for Next Calendar Year

If you expect assigned time for research/creative activity during the 2006 calendar year, outline your plans below, including expected results, such as paper presentation, journal article, grant proposal. If you are working on a longer-term project, such as a book, indicate your goal for the calendar year, e.g., finish outline, draft chapter. Please limit to approximately 500 words or less.

After completing sections 1-6, click SUBMIT REPORT to send the entire document electronically to the department chair and to the personnel committee, or its designee(s). Once it has been submitted you must contact your chair to edit the information provided.

Remember that you must complete your report using the on-line form at:

<http://annualreview.flowers.txstate.edu/>

Checklist for supporting documentation. The following items are to be submitted in support for activities listed in your annual faculty evaluation.

Current curriculum vitae

1. Teaching

For courses you taught, include

- Student evaluations (statistical summary)
- Course syllabi
- Sample tests, exams, and other evaluation instruments
- Other relevant documentation such as handouts and course assignments, etc.
- Copy of documentation for any teaching awards

2. Scholarly/Creative Activities

For items listed in your annual report, include

- Copy of books, book chapters, articles, conference proceedings (for published works)
- Copy of manuscripts and letters of acceptance/contracts (for forthcoming publications)
- Copy of typescript, if available, and conference programs (for conference presentations)
- Copy of grant application and/or award notification (for funded grant proposals)
- Copy of documentation for any scholarly/creative awards

3. Leadership/Service Activities

For items listed in your annual report, include, if available

- copy of documentation (e.g., memos) indicating committee membership
- copy of documentation indicating professional service on editorial boards, review boards, grant panels, session chairs, workshop administrators, etc.
- copy of documentation indicating sponsoring of student organization, sponsoring of extracurricular activities, mentoring of students, etc.
- copy of documentation indicating service on civic projects related to your field of expertise
- copy of documentation for any service awards

APPENDIX II

STUDENT EVALUATIONS

STUDENT EVALUATION PROCEDURES

The department requires anonymous student evaluations as part of the evaluation of faculty members' teaching. At least half the courses taught during the year, representing all levels of courses taught, are anonymously evaluated by students. Since this process involves collecting information from the faculty member's classes, carefully delineated procedures must be followed to assure the anonymity of students and the comparability of the data.

Faculty members have their classes evaluated within one week prior to the final examination period of the semester. Course Evaluation forms are available in the departmental office. Faculty members initiate the evaluation process by taking the Course Evaluation forms to their classes, allowing at least 20 minutes of class time for students to complete the forms. The faculty member distributes the Course Evaluation forms to the students in class and reads the instructions on the following page as written. The faculty member may not add any extraneous comments to these instructions. The faculty member informs the class that the last student who completes the evaluation form is to return all the completed forms to the departmental office in the sealed envelope provided for this purpose. After having read the instructions, the faculty member leaves the classroom while the students complete the forms. Faculty members shall receive a one-page summary of their student evaluations and individual students' comments by the beginning of the following semester. A copy of the one-page summary is also placed in the faculty member's personnel file.

INSTRUCTIONS TO BE READ TO STUDENTS

COMPLETING THE EVALUATION FORMS

The Department of Modern Languages has developed evaluation forms to elicit your perceptions of the teaching effectiveness of your instructor. The value of these forms depends on the sincerity and honesty with which you respond to the items. The forms are entirely anonymous and will not affect your grade in any way. Please do not write your name or make any other identifying mark on the evaluation forms.

The evaluation process consists of two parts. In the first part, you are asked to respond to individual items on a five-point scale. In the second part, you are asked to provide written comments on several aspects of the course and your instructor. When you have completed both evaluation forms, place them on the table in the front of the room. The last student who completes the evaluation is to put all forms in the envelope, seal the envelope, and return it directly to the Department of Modern Languages, 214 Centennial Hall.

As you complete the evaluation forms, it is essential that you not discuss the questions on the evaluation form or your opinions about the class with other students in the classroom; your responses and opinions should represent your views alone.

**DEPARTMENT OF MODERN LANGUAGES
COURSE EVALUATION**

Mark all your responses on the SWTSU answer sheet by completely darkening the appropriate oval for each numbered item. Make no other mark on the answer sheet. **Use a No. 2 pencil only.** Do not discuss your opinions with other students in the class. Please do not write on this page because it will be used again.

1. I took this course because it is part of my

A	B	C	D	E
major	minor	language requirement	elective courses	other

2. My commitment to learning in this course was _____ in my other courses.

A	B	C	D	E
much stronger than	stronger than	about the same as	weaker than	much weaker than

3. Over the course of the semester, I missed _____ classes.

A	B	C	D	E
0	1-2	3-5	6-10	11 +

Use the following scale to respond to items 4-13.

A	B	C	D	E
strongly agree	agree	neutral	disagree	strongly disagree

4. The goals and objectives of the course were clearly stated in the course syllabus.
5. The grading policies for the course were specified in the course syllabus.
6. The contents of the course increased my knowledge of the subject.
7. The course material was clearly presented in the classroom.
8. A substantial amount of the foreign language was used in the classroom.
(leave this item blank for Linguistics 4307)
9. Understanding and using the foreign language was encouraged in the classroom.
(leave this item blank for Linguistics 4307)
10. The atmosphere maintained in the classroom was conducive to learning.
11. Participation in learning activities in the classroom was encouraged.
12. Evaluation (e.g., tests, papers, presentations, etc.) reflected the content and objectives of the course.
13. Assistance was available during posted office hours.

14. My classification is

A	B	C	D	E
freshman	sophomore	junior	senior	other

15. My current grade in this course is

A	B	C	D	F (E on answer sheet)
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