

# Criteria for Evaluation, Tenure, and Promotion

## Asian Languages and Cultures, Asian Studies Program

### **I. Preface**

The Asian Studies Program has developed the following criteria and procedures as a guide to its faculty in the Asian Languages and Cultures (ALC) Program evaluation process. It is the responsibility of all participants in the evaluation process to review this document together with a) the provisions of the Faculty Code relating to tenure and promotion, and b) the Professional Standards Committee document entitled “Faculty Evaluation Criteria and Procedures.”

The Program shall evaluate ALC tenure-line faculty members in the following areas:

- (1) Teaching
- (2) Professional Growth
- (3) Advising
- (4) Service

The Program shall evaluate ALC instructors in the following areas:

- (1) Teaching
- (2) Advising
- (3) Professional Development
- (4) Service

### **II. Participation in the evaluation process**

Inherent in the philosophy of the ALC program is a commitment to work collaboratively to fulfill the needs of the Program. The Program values participation and feedback from its teaching faculty of all ranks. ALC tenure-line faculty and ALC ongoing instructors are expected to participate in the evaluation of their colleagues. ALC tenure-line faculty and ALC ongoing instructors on leave may choose not to participate in the review process. Faculty members on the Asian Studies Committee may be asked to serve on an ALC evaluation committee (see VII for details).

### **III. Teaching**

The Program regards excellence in teaching as indispensable for positive evaluation and recommendation for promotion or tenure. All evaluatees must demonstrate dedication to and excellence in undergraduate instruction. No other performance or potential can overcome less than excellent teaching.

#### **1. Performance**

We recognize that it is no simple task to definitively state what comprises teaching excellence and also affirm that a range of diverse teaching approaches is beneficial to the Program. Successful teachers will generally do the following:

- a. Effectively Design and Assess Courses:**
  - Prepare syllabi for each course and make available for students and colleagues.
  - Establish clear expectations and standards.
  - Develop objectives consistent with the overall needs of the Program
  - Select course materials appropriate to the level, and challenge students with rigorous assignments.
  - Organize course sessions clearly and effectively.
  - Design assignments, examinations and exercises that help students master the course material and assess their individual progress.
  - Evaluate student work thoroughly, clearly, fairly and reasonably promptly.
  - Demonstrate a willingness to revise old courses when appropriate, incorporate new approaches, and experiment with different pedagogical tools.
  
- b. Promote Positive Teacher-Student Interaction:**
  - Help students learn to think, write and speak critically and analytically.
  - Motivate students to complete course assignments and to master course content.
  - Encourage a diversity of views and perspectives when appropriate.
  - Solicit and respond to student questions effectively and provide prompt and appropriate feedback to students.
  - Assist students out of class by holding ample and regular office hours that are posted and honored.
  - Accommodate reasonable student requests for assistance.
  - Display and communicate an enthusiasm for learning.
  - Demonstrate honesty and respect for students in all academic settings.
  
- c. Engage in Curricular-related Activities (including at least some of the following):**
  - Support the Chinese and Japanese House Programs by recruiting student applicants and participants, attending the Language House activities regularly, and serving as faculty advisors as needed.
  - Plan for and implement co-curricular activities that expose students to the target language and culture outside of class as well as providing opportunities for the campus community to experience multicultural events, such as cultural festivals, presentations, and workshops.
  - Arrange and lead field trips to local museums, points of cultural interest, performances and other course-related events.
  - Recruit and supervise Asian language tutors as part of the Center for Writing, Learning and Teaching Program.
  - Advise students with projects such as grant applications, senior theses and conference papers.
  - Participate in student colloquia and provide appropriate feedback and support.
  - Stay current on various study abroad opportunities and work with each student to select appropriate programs to meet their individual academic needs and interests.

## 2. Student Evaluations

The Program regards student evaluations as one reliable indicator of some aspects of teaching quality. The Program expects that colleagues will take student evaluations seriously and that evaluatees will attempt to address problems that are raised systematically in the evaluations. Evaluatees will include in their files those evaluations required by the Faculty Code. Program faculty will examine course evaluations for strengths, weaknesses and trends. They will assign greater weight when students' comments concern matters that students know well, such as the perceived difficulty of the course, accessibility to or availability of faculty, perceived enthusiasm of the faculty member, perceived organization of class sessions, perceived degree of challenge, etc. Less weight will be given when students evaluate matters more appropriate to peer evaluation, for example, rigor, currency and comprehensiveness of content, appropriate number of assignments, etc. The Program will give less weight to individual comments made by a small number of students, and will instead focus on general trends. The Program is especially concerned that comments by individual students be placed in their proper context. The Program believes that even the strongest teachers may occasionally have teaching evaluations that contain a variety of complaints and concerns. Such concerns must always be considered in the context of the overall assessment of teaching provided by peer observation, and by other written materials.

## IV. Professional Growth and Development

### 1. Professional Growth for Tenure-line Faculty

The Program values professional development as one means to maintain intellectual vitality. The Program especially values professional growth that enhances teaching, and/or improves the Program, university, and community. At a minimum, the Program expects members to remain current in their sub-fields and especially in their specializations and to produce some original scholarly research.

Currency may come through participating in professional meetings, attending seminars, acquiring further training in methodological or language skills, or otherwise exhibiting their enduring commitment to bettering themselves and their scholarship. In keeping with the liberal arts orientation of the University, the Program will expect a measure of both specialization and eclecticism of all members.

Original scholarly research must include evidence of at least more than one of the following, with premium placed on items "a", "b", and "c":

- a. publication (including monographs, book chapters, textbooks, journal articles, edited volumes, or reviews);
- b. scholarly research that does not necessarily lead to publication, but is presented to the scholarly community in some form;
- c. other kinds of scholarly writing, including, but not limited to, contributions to the literature of Asian language and literature pedagogy and writing on Asian cultures for the general public;

- d. participation in seminars, professional meetings or other scholarly activities that assist in maintaining one's currency in the discipline or extend one's expertise into a new specialty;
- e. the development of new teaching methods, demonstrations, or entire courses when such development goes well beyond ordinary course preparations.

## 2. Professional Development for Instructors

Instructors are expected to remain current in the relevant parts of the discipline and to keep abreast of those developments in the discipline that bear upon their teaching duties. They are not required to engage in scholarly research and writing; however, the department may encourage them to do those things which will add to their repertoire of professional awareness and abilities. (see Faculty Code, Appendix, Page 44). These could include

- a. participation in seminars, professional meetings or other scholarly activities that assist in maintaining one's currency in the discipline or extend one's expertise into a new specialty;
- b. the development of new teaching methods, demonstrations, or entire courses when such development goes well beyond ordinary course preparations.

## V. Advising

The Program expects faculty members to actively participate in advising students about academic and career choices, and such participation will be considered at every evaluation except first and second-year evaluations. The Program regards advising as a major means for teaching students the value of foresight, reason, and responsibility.

The Program expects advisors to establish and honor office hours for advising and to provide additional access during pre-registration, to monitor advisees' progress and respond promptly to problems, and to refer advisees who seek or need special help to the appropriate campus resource. However, advisees should be encouraged to take as much responsibility for designing their own education as they can.

In addition to responding to regular academic and career inquiries from the students, ALC faculty are expected to participate in study abroad advising, language assessment for incoming students and those returning to the Program, and Language House activities and advising. Because the Program views study abroad as an integral part of its curriculum, advising on study abroad will generally include faculty members' participation in individual and group information sessions, orientations, placement issues and evaluation of study abroad curricula.

## VI. Service

### a. University Service

The Program expects that its members will be actively involved in service to the University. The Program values contributions to the intellectual and cultural life of the campus and to the University's co-curricular program, and encourages participation in

university governance (service on standing and ad hoc committees, attendance of faculty meetings, and other such service that affirms the principle of collegial responsibility in assuring institutional quality). The assumption of special assignments, such as presentations to prospective students or work on projects on an ad hoc basis, is also important and appropriate. Tenured ALC faculty may also be asked to serve as director of the Asian Studies program.

b. Program Service

Because the Asian language programs support several extra-curricular groups and activities, ALC faculty are often expected to participate in these activities regularly. In addition, tenure-track faculty may be required to serve as ALC director, administering the Japanese and Chinese programs. All of these additional activities should be given consideration in evaluating service.

c. Community Service

As those with expertise in the Chinese and Japanese languages and cultures within the community, ALC faculty members are often called upon to contribute to local events and programs. These activities may include representing the University at consular events, or serving on committees for local intercultural programs. Consideration should be given to these and other forms of community service outside the university that are related to professional interest and expertise and that enhance a person's value to the university or enrich teaching.

d. Professional Service

These activities may include service to professional organizations such as administrative or leadership responsibilities that are related to professional interest and expertise and that enhance a person's value to the university or enrich teaching.

## **VII. Evaluation Procedures**

Evaluation of program colleagues is an ongoing, vital professional obligation conducted according to the Faculty Code and should express each individual member's informed and best professional judgment. All tenure-line members of the Asian Studies Committee are eligible to participate equally in the departmental evaluation and deliberation. Instructors in the Asian Languages and Cultures program with at least two years of completed employment at the university are also eligible to participate. Only those members who submit their evaluation letters to the Faculty Advancement Committee through the head officer may participate in the program's deliberative meeting.

First- and second-year reviews for tenure-line faculty and streamlined reviews require only the head officer's written assessment and do not require a departmental recommendation. However, in gathering information and making judgments, the head officer may consult with program colleagues. The head officer then gives the letter of assessment to the Academic Vice President with a copy given to the evaluatee and, with the

consent of the evaluatee, all tenure-line faculty and instructors with at least two years of completed employment at the university.

A colleague up for an evaluation requiring a departmental recommendation prepares a file of materials for review. This file should include a personal statement of self-assessment and present evidence of achievement in the areas under review; this evidence may take varied forms, but commonly consists of syllabi, exams, class handouts, publications (including reviews), papers, and other appropriate documents for the relevant period of assessment. The file also should include students' evaluations and any and all other relevant materials as specified in the Faculty Code. The evaluatee should also provide those participating in the evaluation with schedules that facilitate peer visits to classrooms and ensure that the visits will not be intrusive or inconvenient.

Evaluation of instructors shall be conducted by a committee generally composed of all tenure-line faculty and full-time instructors with at least two years of completed employment in the Asian Languages and Cultures program who are not being evaluated, the Director of Asian Studies, and one other Asian Studies faculty member. This additional member shall be chosen by the Director in consultation with the evaluatee generally no later than the beginning of the semester prior to the submission of the file. The head officer for instructor evaluations shall be the Director of Asian Languages and Cultures.

Evaluation of tenure-line faculty shall be conducted by a committee generally composed of all tenure-line faculty and full-time instructors with at least two years of completed employment in the Asian Languages and Cultures program who are not being evaluated, the Director of Asian Studies, and one other Asian Studies Committee members. This additional committee member shall be chosen by the Director of Asian Studies in consultation with the evaluatee generally no later than the beginning of the semester prior to the submission of the file. The head officer for tenure-line evaluations shall be the Director of Asian Studies. If the evaluatee is serving as the Director of Asian Studies, the Asian Studies faculty shall be asked to nominate a head officer.

The choice of the Asian Studies faculty members serving on the evaluation committees should generally be made with consideration given to their knowledge of the language and culture taught by the evaluatee. Participation in any evaluation is not limited to members of the evaluation committee. Any tenure-line member of the Asian Studies faculty is eligible to participate.

Each colleague serving on the evaluation committee or participating in the review should read with care the file provided by the evaluatee, should generally observe the evaluatee in the classroom on at least two separate occasions during the evaluation period, and independently reach a judgment of the evaluatee's quality and a clear recommendation regarding the relevant issue of evaluation (retention, tenure, promotion, or quality of performance at the instructor or full-professor level). Each participant writes a letter of evaluation that provides specific information on the timing and frequency of class visitations and that addresses the evaluatee's performance in terms of evaluation criteria as

specified in the Faculty Code and in the program statement. Individual letters should state the basis of judgment (evaluation file, classroom observation, and so forth). The letters are to be finished and delivered to the Head Officer at least two hours before the deliberation.

Prior to the deliberation meeting, the head officer circulates outside letters received by the head officer prior to the deadline for consideration. The head officer calls a special meeting of the evaluation committee and other participating Asian Studies faculty members. Only those who have submitted letters to the head officer before the start of the meeting may participate in the deliberations and vote. Before deliberations begin, the Head Officer will summarize the recommendations stated in the letters of participants in the evaluation meeting in such a way as to preserve the anonymity of those authors. Those present will then engage in discussion of the evaluatee's performance in order to arrive at, if possible, a unified recommendation from the evaluation committee. A vote by signed ballot will then be taken and announced at the end of the meeting.

Individual letters, including any addenda and the content of deliberations at the Evaluation Committee meeting provide the basis for the head officer's summary letter. This letter should include a clear statement of the evaluation committee's recommendation, a summary of the deliberations, and a substantive analysis of the evaluatee's performance in illustration and support of the evaluation committee's recommendation or recommendations in the case of a split decision. The summary letter should include a list of those individuals participating in the committee's deliberative process and those who submitted letters to the head officer, as required by the Faculty Code. The head officer shall circulate the summary letter for signature by all participants in the evaluation meeting prior to providing a copy to the evaluatee. Along with individual letters and any addenda, the summary letter goes with the evaluatee's file to the Office of the Academic Vice President. These procedures complement but do not supersede or modify any of the Faculty Code's requirements and provisions regarding faculty evaluation.