Department of Modern Foreign Languages
Department Collegial Review Document
Effective Fall 2012

Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review

I. Overview
The criteria, guidelines and procedures contained herein are supplementary to the current Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this departmental document is inconsistent with those provisions. For each professional event reviewed, (Annual Faculty Evaluation, Reappointment, Tenure, Promotion or Post-Tenure Review), faculty in the Department of Modern Foreign Languages must follow the methods of evaluation and sources of evidence outlined in the Faculty Handbook to address the following criteria: 1) Teaching Effectiveness; 2) Scholarship and Creative Works; and 3) Service.

Tenure and promotion decisions affecting untenured faculty persons employed before the implementation of this document will involve pragmatic and fair assessments of the individual’s work under guidelines in place prior to the adoption of the current Departmental Collegial Review Document added to future assessments made under the current document.

II. Domains of Evaluation
A. Teaching (Faculty Handbook Section 4.04 & 4.05)

1. Teaching effectiveness is evaluated according to the following criteria:
   a) Pedagogical Content Knowledge. Effective teachers display knowledge of their subject matters, remain current in their fields, deliver information clearly, create environments conducive to learning, and use appropriate teaching methods.
   b) Professional Aspects of Teaching. Effective teachers are capable of performing well the required functions associated with instruction, including --but not limited to-- giving timely feedback to students, making efficient use of class time, and handling classroom dynamics, interactions, and problematic situations appropriately.
   c) Student Response to Instruction. Effective teachers are available to students, engage them in a professional manner, and ensure fairness.

2. Methods of evaluation
   a) Self-evaluation of teaching. Each faculty member submits a statement providing evidence of effective teaching. This statement should address the criteria specified in the Faculty Handbook (4.05B2c).
   b) Peer review of teaching materials. Peer review of teaching materials for all teaching faculty in the department will be conducted by a committee of at least two tenure line faculty members, exclusive of the department head. Tenure line faculty may volunteer to serve on this committee or may be appointed by the department head as necessary. Materials should include a copy of the syllabus and an appropriate selection of handouts, assignments, and exams for a single course. (4.05B2b).
c) Direct observation of instruction using the departmental protocol. Each faculty member will undergo at least one class observation and evaluation per year to be carried out by a tenure line colleague with at least a full year of teaching experience at WCU. Faculty may arrange these evaluations among themselves, subject to the prior approval of the department head, but in no case shall two faculty members evaluate each other in the same academic year. After the observation, the observer will submit an evaluation form to the department head. (4.3.1.1)

d) Student assessment of instruction. All sections taught by all faculty will be evaluated using a form of the university-wide SAI instrument. Faculty members can decide whether they want to include a complete set of responses in their dossier. (4.05A)

3. **General comments**

In order to keep abreast in the teaching profession, faculty members should attend seminars and workshops and demonstrate openness toward new pedagogical developments, particularly in the field of second language acquisition.

**B. Scholarship and Creative Works (4.05C)**

1. WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below. Appendix 1 includes a point value system assigned to Scholarship.
   a) Scholarship of discovery - Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical, or literary works.
   b) Scholarship of integration. Synthesis of information across disciplines, across topics, or across time.
   c) Scholarship of application. Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

2. **Methods of evaluation and sources of evidence, including acceptable processes for peer review.**

   a) Faculty members under review must provide evidence of their scholarship. The department has developed a point system by which various forms of scholarship, including creative activities, will be evaluated. (See Appendix 1.) The point system is designed as a guideline for planning and evaluating scholarly activities. Every effort has been made to provide clear guidelines as to what does and does not count toward Scholarly Activity Points (SAPs) in this system. However, it is ultimately the duty of the department head and evaluating committees to determine whether any individual scholarly activity qualifies for SAPs. In certain cases, points may be awarded for significant scholarly activities which are not specifically listed in Appendix 1. In determining whether SAPs will be recognized, or if extra points are merited, the department head and evaluating committees may take into account other factors not easily quantifiable, such as:
   i. the relative prestige of the presses or journals of publication;
   ii. the nature (international, national, regional) and relative prestige academic conferences;
   iii. the prestige brought to WCU by the faculty member’s scholarly activities.
b) Faculty members under review should demonstrate evidence of participation in conferences that are related to his/her scholarly discipline. Refereed/peer reviewed conference presentations are a valid form of scholarship.

c) Unpublished manuscripts which have been accepted for publication are considered as evidence of scholarship. Proof of acceptance must be provided.

d) Creative works and projects may be considered as a part of scholarship as long as they are relevant to the faculty member’s scholarly discipline and are externally peer-reviewed and disseminated.

e) Other activities which count as scholarship include presentations at professional meetings and application for and receipt of grants and contracts.

2. **Methods of evaluation and sources of evidence, including acceptable processes for peer review.**

Evidence of scholarship may be evaluated by the Department Head, and if applicable, a Peer Evaluation Committee of tenured faculty members within the Department of the faculty member being evaluated.

3. **General comments**

While the Boyer model is recognized and accepted, it is still safe to consider the scholarship of discovery as the cornerstone of scholarly academic achievement. Accordingly, faculty members in MFL are expected to maintain an active research agenda. Although professional development is not included in the SAU system, faculty members are expected to stay current in their field. For the purposes of tenure and promotion, the inclusion of evidence of the faculty member’s professional development activities will be looked upon favorably. These activities include the development—and subsequent implementation—of technological and/or pedagogical expertise through self-teaching, seminars, or involvement in workshops such as those organized by the Coulter Faculty Commons.

a) **Grant proposals and awards**

Application for and receipt of grants and contracts. Faculty members are encouraged to seek external funding for their research projects requiring costly financial assistance. Awards earned will be perceived as one way (but not the only one) to obtain recognition from the academic community regarding one’s scholarship efforts.

b) **Professional development**

Faculty members must show evidence of scholarly activity, participation on committees, and professional development and leadership.

Faculty members should keep current in their field. The record may contain evidence of the development of new programs, leadership in existing programs, or the development of skills in a related area. It may also include development of technological expertise through self-teaching, workshops, seminars, or other opportunities.

C. **Service (4.04C3 & 4.05D)**
1. Types of service

a) Institutional service

i) Off-campus Instruction, including outreach with K-12 schools
ii) Work with Students. Effectiveness of guidance in the following areas: academic, post-graduate, student organizations with particular emphasis on those related to the individual’s field.

iii) Activities at the Departmental, School, and University Levels
   a. Committee membership and chairmanships
   b. Administrative responsibilities
   c. Facilitate the integration of technology by colleagues through workshops or tutoring
   d. Organization of or participation in lecture series, film series and other events that will be beneficial to our student population;
   e. Active involvement in advising and participation in WCU open houses and departmental events;
   f. Engagement in collegial dialog regarding various aspects of the profession
   g. Other service activities not included above

b) Community engagement

Involvement in non-compensated community service, such as Service Learning, activities in local agencies, businesses or hospitals, or recruitment activities to promote university or departmental programs, or engagement in outreach activities with the community. Any form of compensated work (paid consultation, translation, interpretation, etc.) should not be included as part of community engagement.

c) Special expertise, unusual time commitments, or exceptional leadership

Special administrative responsibilities such as an administrator for a departmental program, time spent on a project funded by a grant, such as technology, or instructional improvement, or the development of a website for departmental use. Other forms of service to the profession include, but are not limited to, membership in professional organizations, leadership roles in professional organizations including holding national, state, or local offices, and chairing sessions in meetings, seminars, panels, and committees.

d) Advising

Effective advising to language majors and minors. For all advisees, including freshmen and transfer advisees, the faculty advisors in the Department of Modern Foreign Languages are expected to discuss specific requirements for the major, discuss career paths for graduates of the major, and recommend courses for next semester’s schedule of classes for the advisee.

2. Methods of evaluation and sources of evidence

Evidence of service may be found through service on committees, community activities especially for Service Learning activities, and community involvement with the NC
Public schools within the region. These service activities may be evaluated by the
department head and if applicable, a departmental peer evaluation committee, especially
in cases of Reappointment, Tenure or Promotion.

3. General comments
Faculty members should be involved in service to the department, college, and institution,
as well as service to the profession and to the community, when feasible. Only non
compensated activities will be counted as service.
   a) Professional development
   Activities which count as professional development in service include service on
      committees, community service (Service Learning and Outreach to Public Schools),
      and special administrative responsibilities.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (4.05)

1. Overview
   Instructional faculty are evaluated annually. This Annual Faculty Evaluation (AFE) will
   be conducted on all faculty within the Department during the Spring Semester.
   The AFE serves several purposes:
   a. to help faculty members know how their work is being evaluated,
   b. to keep faculty members conscious of the standards being used to judge their work
      and to help them maintain a high level of quality,
   c. to promote continuing professional development, and
   d. to provide an assessment framework for decisions regarding the employment status of
      faculty members.

2. Composition of review committee
   For the purpose of the AFE, the Department Collegial Review Committee (DCRC) will
   consist of a minimum of two tenure line members of the Department, excluding the
   person being evaluated and the department head. These committee members will be
   appointed by the department head. The DCRC’s role is to examine all available
   evidence, to rate performance of all faculty members and to point out areas of strength
   and suggest ways to improve performance. Each faculty member will receive a written
   report of the findings of the review committee. The department head, who serves in a
   strictly advisory role on the review committee, reviews all of the information provided by
   the DCRC plus any other materials made available to her/him and makes a separate
   evaluation based on all of the available evidence.

3. Procedures and preparation of documentation
   a. All full-time faculty members must prepare an AFE document that includes:
      1) Teaching
         a) Self-evaluation addressing the three areas of teaching (as outlined in Section
            II.A.1. above), statement of teaching philosophy, a statement on pedagogical
            content knowledge, description of goals, methods, and strategies used; and
            selected teaching materials for courses taught during the period of review.
         b) Copies of peer evaluations of teaching materials.
c) Direct observation of classroom teaching (if required)
d) Student Assessment of Instruction

2) Scholarship and Creative Activity
The AFE document submitted by the faculty member should show evidence of scholarship, and may include:
a) Publication of scholarly books and articles in refereed journals,
b) Presentation of papers at academic conferences,
c) Scholarly works in progress,
d) Creative work related to the faculty member’s area of specialization, and
e) Sharing of scholarly expertise with a wider university audience or with the general public.

3) Service
The AFE document prepared by the faculty member should include a record of service. Service will be considered broadly, and include service to the department, college and university, along with service to the community. Service may include:
a) Work done on departmental, college, or university-wide committees,
b) Special projects undertaken to further the mission of the department,
c) Advising of student groups, and
d) Service-learning projects.

b. Specific guidelines for preparation of the AFE document
Faculty members should present the Department Head with a document that outlines their activities in the categories of teaching, research, and service. These three areas can be divided into sections in the document. The document should be brief, but should include relevant information as outlined above. It may include:
1) A statement of teaching philosophy, which shall include a narrative on pedagogical content knowledge
2) A breakdown of teaching load, including number of students taught, new preparations, and credit hours generated.
3) Quantitative and qualitative information about teaching (from student and peer evaluations)
4) Sample teaching materials
5) Offprints of any articles published,
6) References to conference presentations
7) Descriptions of creative works
8) A listing of service activities (on campus and in the community)
9) Peer evaluation reports

c. Evaluation of part-time/non tenure-track instructors (4.05 F)
With regard to teaching, part-time and non-tenure-track faculty will be held to the same high standard as tenure line faculty. For part-time and non-tenure-track instructors, student and peer evaluations will form the basis for the consideration of teaching. In most cases, part-time and non-tenure track instructors are not expected to have heavy research or service loads. However, especially in the case of full-time instructors, some service, particularly at the department level is expected.

B. Reappointment, Tenure, and Promotion (4.06 & 4.07)
1. **Overview**  
The guidelines and procedures for reappointment, tenure and promotion are covered in both the Faculty Handbook and the WCU Tenure Policies and Regulations document. Departmental guidelines shall be considered supplementary to these guidelines. Success and quality in teaching, research and service are the cornerstones for reappointment, tenure and promotion.

2. **Composition of review committee (4.07D1)**  
The DCRC shall consist of three tenure line members of the department appointed by the department head.

3. **Procedures and preparation of documentation**  
The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The list is finalized by the Office of the Provost in conjunction with the Dean's office. Instructions for preparing the dossier are issued by the Office of the Provost including the Departmental Collegial Review schedule for when documents are due and decisions are made at the various review levels.

**C. Post-Tenure Review (4.08)**

1. **Overview**  
The Department of MFL will conduct a post-tenure review of all tenured faculty whose primary responsibilities (50% or more) are teaching and/or service and/or research. Each faculty member shall be evaluated on the same criteria and by the same processes. The purpose of the evaluation is to support continuing faculty development, to promote faculty vitality, and to encourage excellence among tenured faculty. The review will be consonant with the Western Carolina Post Tenure Review (PTR) Policies and Procedures; the criteria, guidelines, and procedures herein are supplementary to that document.

2. **Composition of review committee**  
The review committee shall consist of three tenure line members of the department, appointed by the department head.

3. **Procedures and preparation of documentation**  
Each tenured faculty member in MFL is responsible for maintaining a file of documents that support his/her activities for the previous four years. The file must include sample syllabi and course materials (e.g. handouts, exams). The tenured faculty member under post-tenure review must submit his/her previous four AFE reports, and a self-assessment statement on issues related to teaching and advising. The Post-Tenure Review dossier of the tenured faculty member under review must include evidence of the faculty member’s effectiveness as a teacher, effectiveness of service, and quality of professional development as reflected in publications, presentations, grant writing, attendance at professional meetings, membership in professional organizations, keeping current in one’s field, development of new programs, and leadership in existing programs.

The document submitted by the faculty member who is up for review should include (in this order):

a. A current curriculum vitae  
b. A statement regarding the quality and effectiveness of teaching
c. A summary of professional development, including publications, development of curricula, on-going research, and grants.

d. A summary of the faculty member’s contributions to the institution, covering advising, working with International Programs and study abroad, committee work, other service.

e. Copies of four most recent Annual Faculty Evaluations

f. Sample teaching materials

g. Student and peer evaluations

h. Other documentation that highlights the faculty member’s work in research and service.
Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV. The criteria for meeting expectations in Modern Foreign Languages
Departmental standards for teaching performance as measured by student evaluations will be defined according to the following scale:

- **Superior:** 3.6-4.0 average over all courses
- **Excellent:** 3.1-3.5 average over all courses
- **Satisfactory:** 2.8-3.0 average over all courses
- **Needs improvement:** <2.8 average over all courses

A. Annual Faculty Evaluation (4.05)
   1. **Teaching**
      The overall mean of student evaluation ratings should meet or exceed 3.1 (on the current 4 point scale) in at least 66% of sections taught in the academic year, with no more than one (1) section rated below 2.8.
      In order to meet expectations in teaching, faculty members should receive excellent overall ratings on teaching materials and classroom observations.

   2. **Scholarship**
      Faculty members are expected to earn a total of 2 Scholarly Activity Units per year.

   3. **Service**
      Tenured and tenure-track faculty are expected to participate in service as defined in section II.C.1 of this document.

   4. **General comments**
      Unless otherwise noted, part-time and fixed term members of the faculty are evaluated entirely on teaching

B. Reappointment (4.06)
   1. **Teaching**
      In order to meet expectations in teaching, faculty members should receive excellent overall ratings on teaching materials and classroom observations. The self evaluation should be completed satisfactorily. Student evaluation ratings should be excellent in at least 66% of the sections taught in the academic year, with no more than one (1) section rated below 2.8.

   2. **Scholarship**
      Tenure-track faculty members are expected to earn an annual average of 2 Scholarly Activity Units in order to be reappointed at Western Carolina University

   3. **Service**
      Untenured faculty members are expected to participate in service as defined in section II.C.1 of this document. After three years at WCU faculty members are encouraged to increase service to include service across levels (department/college/university).

   4. **General comments**
      In order to be recommended for reappointment, faculty members must obtain a positive vote from the Departmental Collegial Review Committee and improve on areas rated as unsatisfactory from the previous AFE.

C. Tenure (4.07)
   1. **Teaching**
In order to meet expectations in teaching, faculty members should receive excellent overall ratings on teaching materials and classroom observations. Student evaluation ratings should be excellent in at least 66% of the sections taught in the academic year, with no more than one (1) section rated below 2.8.

2. Scholarship
Faculty members are expected to earn an annual average of 2 Scholarly Activity Units during their probationary period in order to achieve tenure at Western Carolina University (See Appendix I). Also, their cumulative record should include at least two activities with SAU values of 1.00 or higher.

3. Service
Tenured and tenure-track faculty are expected to participate in service as defined in section II.C.1 of this document. After three years at WCU, faculty members are encouraged to increase service to include service across levels (department, college, university and --when feasible-- the profession and the community).

4. General comments
In order to be recommended for tenure, faculty members must obtain a positive vote from the Departmental Collegial Review Committee and improve on areas rated as “Needs improvement” from the previous AFE.

D. Promotion to Associate Professor (4.07)
1. Teaching
In order to meet expectations in teaching, faculty members should receive excellent overall ratings on teaching materials and classroom observations. The self evaluation should be completed satisfactorily. Student evaluation ratings should be excellent in at least 66% of the sections taught in the academic year, with no more than one (1) section rated below 2.8.

2. Scholarship
Faculty members are expected to earn an annual average of 2 Scholarly Activity Units in order to be promoted to Associate Professor at Western Carolina University. Their cumulative record should include at least two activities with SAU values of 1.00 or higher.

3. Service
Tenured and tenure-track faculty are expected to participate in service as defined in section II.C.1 of this document. After three years at WCU, faculty members are encouraged to increase service to include service across levels (department, college, university and --when feasible-- community).

5. General comments
In order to be recommended for promotion to Associate Professor, faculty members must obtain a positive vote from the Departmental Collegial Review Committee and improve on areas rated as “Needs improvement” from the previous AFE.

E. Promotion to Full Professor (4.07)
1. Teaching
In order to meet expectations in teaching, faculty members should receive excellent overall ratings on teaching materials and classroom observations. The self evaluation should be completed satisfactorily. Student evaluation ratings should be excellent in at least 70% of the sections taught in the academic year, with no more than one (1) section rated below 2.8.
2. **Scholarship**
   In order to be promoted to Professor in MFL, faculty members are expected to accumulate 15 SAUs after earning tenure. At least five of these SAUs should come from activities valued at 1 SAU or higher.

3. **Service**
   Tenured faculty members are expected to participate in service as defined in section II.C.1 of this document. At this level faculty members are expected to include service across levels (department, college, and university).

6. **General comments**
   In order to be recommended for promotion to Full Professor, faculty members must show evidence of superior evaluations in all areas and receive a positive vote from the Departmental Collegial Review Committee and improve on areas rated as unsatisfactory from the previous AFE.

F. **Post-Tenure Review (4.07)**

1. **Teaching**
   In order to meet expectations in teaching, tenured faculty members should receive excellent overall ratings on teaching materials and classroom observations. The self evaluation should be completed satisfactorily. Student evaluation ratings should be excellent in at least 66% of the sections taught in the academic year.

2. **Scholarship**
   Tenured faculty members are expected to earn an average of 2 Scholarly Activity Units per year since receiving tenure or the last post-tenure review.

3. **Service**
   Tenured faculty members are expected to fully participate in service as defined in section II.C.1 of this document.

7. **General comments**
   In order to receive a positive post-tenure review, faculty members must obtain a positive vote from the Departmental Collegial Review Committee and improve on areas rated as unsatisfactory from the previous AFE.

Approved by:

\[Signature\]
Department Head

\[Signature\]
Dean

\[Signature\]
Provost

Aug. 29, 2012
Date

Aug. 30, 2012
Date

9/4/12
Date
APPENDIX 1

SCHOLARLY ACTIVITY UNITS

Published books and articles have historically been the measure for scholarly productivity in the academic community. The Department of Modern Foreign languages considers published books and articles in peer-reviewed venues to be the benchmark of academic scholarship. Although not strictly a requirement to be granted tenure and promotion, a published book greatly enhances the candidate’s chances. A desired goal is for the candidate to have 4-5 published articles over a six-year period. Nevertheless, under the Boyer model, faculty members can use different types of scholarly activities so a different method of quantifying other types of scholarship becomes necessary. Boyer’s model includes the Scholarship of Discovery, Teaching and Learning, Application, and Integration. In keeping with that model, the Department of Modern Foreign Languages has implemented a scale to quantify the faculty’s work in each of the four types of scholarship.

MFL faculty members must earn a total of 2 Scholarly Activity Units (SAU) per academic year in order to achieve tenure, 2 per year to be promoted to Associate Professor and 3 per year to be promoted to Professor. If a faculty member is working on a specific long-term project evidence of work in progress must be provided. A deficit of Scholarly Academic Units in one given year can be compensated by a surplus the following year. There should not be two years in a row that fall below the required mark.

Scholarship of Discovery

<table>
<thead>
<tr>
<th>Scholarly book (authored)</th>
<th>4.0 SAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly book (co-authored)</td>
<td>4.0 SAU</td>
</tr>
<tr>
<td>Scholarly book (annotated edition)</td>
<td>3.0 SAU</td>
</tr>
<tr>
<td>Major creative book (over 150 pages)</td>
<td>3.0 SAU</td>
</tr>
<tr>
<td>Shorter creative work (under 150 pages)</td>
<td>2.0 SAU</td>
</tr>
<tr>
<td>Scholarly book (edited collection of essays by various authors)</td>
<td>3.0 SAU</td>
</tr>
<tr>
<td>Scholarly book (co-edited collection of essays by various authors)</td>
<td>2.0 SAU</td>
</tr>
<tr>
<td>Scholarly article in refereed journal or collective book</td>
<td>1.0 SAU</td>
</tr>
<tr>
<td>Book chapter</td>
<td>1.0 SAU</td>
</tr>
<tr>
<td>Scholarly article in conference proceedings</td>
<td>1.0 SAU</td>
</tr>
<tr>
<td>Scholarly article published in an online journal</td>
<td>1.0 SAU</td>
</tr>
<tr>
<td>Conference presentation</td>
<td>0.8 SAU</td>
</tr>
<tr>
<td>Book review</td>
<td>0.7 SAU</td>
</tr>
<tr>
<td>Published creative writing (poems, short stories)</td>
<td>0.5 SAU</td>
</tr>
<tr>
<td>Other language-related article or column</td>
<td>0.4 SAU</td>
</tr>
<tr>
<td>External grant application (funded)</td>
<td>0.8 SAU</td>
</tr>
<tr>
<td>Internal grant application (funded)</td>
<td>0.6 SAU</td>
</tr>
<tr>
<td>External grant application (not funded)</td>
<td>0.4 SAU</td>
</tr>
<tr>
<td>Internal grant application (not funded)</td>
<td>0.3 SAU</td>
</tr>
<tr>
<td>Translation of a major book (over 150 pages)</td>
<td>1.5 SAU</td>
</tr>
</tbody>
</table>
Translation of a shorter book, essay or non-literary text (under 150 pages) 1.0 SAU
Translation of an article, book chapter, or similar text 0.5 SAU

**Scholarship of Teaching and Learning**

Sponsoring/mentoring an undergraduate research project 0.5 SAU
Co-publishing an article with an undergraduate student 0.5 SAU
Article published in a SoTL journal 1.0 SAU
Managing/leading a SoTL project 0.7 SAU
Giving a SoTL presentation outside WCU 0.7 SAU

**Scholarship of Application***

Writing accreditation document for WCU department 1.0 SAU
Writing program review 0.8 SAU
Presentation/talk on radio or television 0.5 SAU
Presentation to local service, business, or organization 0.5 SAU
Presentation to local school/community college 0.5 SAU
Projects, consulting, service to K-12 schools 0.5 SAU
Application of faculty expertise to assist K-12 schools 0.5 SAU
Working with the Latino or other minority community 0.7 SAU
* With some form of external review

**Scholarship of Integration**

Textbook 4.0 SAU
Creating and leading a study abroad program 0.8 SAU
Leading an established MFL study abroad program 0.5 SAU
Pedagogical article or book chapter 1.0 SAU
Book review 0.7 SAU
Newspaper article related to area of expertise 0.6 SAU
Editor/Associate editor of journal 0.7 SAU
Invited presentations 0.5 SAU

The above list is not intended to be all-inclusive. Any other activities not included here will be discussed with the faculty member and evaluated on a case-by-case basis.
APPENDIX 2

ANNUAL FACULTY EVALUATION

The purpose of the AFE is to provide faculty members with an annual assessment, which includes written feedback concerning the extent to which they have met the department, college, and university standards for Scholarship, Teaching, and Service. The AFE is based on an annual record of performance and is used in making reappointment, tenure, promotion, and post-tenure review decisions.

Name: 

Date:  

Department: Modern Foreign Languages
College of Arts and Sciences
Academic Year: 20__-20__

Ratings: Exceeds Expectations, Meets Expectations, or Needs Improvement

Scholarship: 

Overall Rating: 

Teaching: 

Overall Rating: 

Service: 

Overall Rating: 
APPENDIX 3

AFE FOR NON-TENURE TRACK FACULTY
Non tenure track faculty members will be reviewed based on items 1-4 below. The department head or designee will prepare a written AFE statement about each non-tenure track faculty member.

Part-time faculty will be reviewed on items 1-3.

1. Syllabus.
2. Teaching/course evaluations by students.
3. Peer review of course materials and classroom observation.
4. Self statement on pedagogical content knowledge.