FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: _World Languages_

Department Chair/Head: _Marilyn S. Manley_   Signature _Marilyn A. Manley_
Print

Academic Year (circle):   15-16   16-17   17-18   (18-19)   19-20

Date Sent to Dean/Supervisor: _10-3-18_

Signature

Dean/Supervisor: _Tara C. Quinn_   Date _10/10/18_   Approved (Y) P / N

    Y / P / N

Add'l Admin: _____   _3/17/19_   (Y) P / N

Provost/designee: _____   Y / P / N

President/designee: _____

Y = Approved	P = Approved pending modifications	N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE: **DATE**
Departmental approval, sent to Dean/Supervisor: September 25 (earlier if possible)

Dean provides feedback regarding criteria   October 9

Final administrative approval and forwarding to Senate,   November 1
Department, and Dean

DEPARTMENT OF WORLD LANGUAGES
TENURE & RECONTRACTING CRITERIA

DOCUMENT PURPOSE

This document details the Department of World Languages tenure and recontracting procedures, consistent with the current Memorandum of Agreement. These procedures are designed to align with the missions of both the University and the College of Humanities and Social Sciences. The guidelines set forth here endeavor to identify faculty who have achieved excellence in teaching, research, and contributions to the department, college, university, profession, and community at large.

THE ROWAN UNIVERSITY MISSION

Rowan University will become a new model for higher education by being **inclusive, agile,** and **responsive,** offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES MISSION STATEMENT

Empower. Transform. Engage.
- Empower students to create innovative academic pathways so that they may become successful and adaptable leaders and innovators with a lasting impact on society.
- Faculty and students engage with local and global communities to conduct transformative research that mobilizes knowledge to benefit society.
- Grow and develop mutually beneficial connections among students, faculty, and community partners to reimagine the future.

DEPARTMENT MISSION STATEMENT

The Department of World Languages, through its focus on an interactive classroom experience, is devoted to teaching students world languages, cultures, and literatures. It encourages continuing scholarly activity and faculty development in these areas and offers students an array of courses which enable them to communicate in and to comprehend a world that is ever shrinking. The Department's courses and programs of study are designed not only to promote success in careers which require knowledge of a world language, but also to fulfill the humanist notion that there is a body of knowledge which is the heritage of every educated individual.

INSTRUCTIONAL GOALS

In order to achieve our mission, the Department promotes the goals and definitions of language proficiency set forth by the collaborative efforts of the national, state and language-specific professional organizations. These goals specify a broad set of skills in five interrelated areas: Communications, Cultures, Connections, Comparisons and Communities. Proficiency in these areas is measured through a hierarchical scale of ability in listening comprehension, speaking, reading, and writing.[1]

COMMUNICATIONS

To provide students with the opportunity to develop interpersonal communication skills (two-way communication with negotiated meaning in speech and writing) in at least one language other than English.

To encourage students to become active foreign language participants via the use of proficiency-based instructional and assessment techniques in all skill areas (listening comprehension, speaking, reading and writing).

To provide students with the chance to develop interpretative proficiency (one-way communication gained through observation, interpretation, listening and reading comprehension) in at least one language other than English through content specific courses in literature, civilization and culture.

To assist students in developing presentational and communicative skills in speaking and writing in a foreign language which are targeted toward a formal audience.

To promote students' efforts to gain functional readiness for foreign language communication in the workplace.

CULTURES

To advance students' comprehension and knowledge of the philosophical perspectives, attitudes, values and ideas of the target culture so that they understand how to function in a culturally appropriate manner.

To allow students to gain insight into their own culture by making connections and comparisons so they may participate with sensitivity in our pluralistic society.

To guide students in gaining an appreciation of the products and practices of another culture whether they relate to "way-of-life" culture or the masterpieces of art, literature and music.

To encourage students to take advantage of study abroad opportunities.

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[1] American Council on the Teaching of Foreign Languages (ACTFL), *World-Readiness Standards for Learning Languages*, Adopted by the New Jersey Department of Education.

CONNECTIONS

To develop critical thinking skills through the application of communication and learning strategies.

To provide a framework, not just for our majors and minors, but for foreign language students from other programs, to integrate their skills and interests in various disciplines.

To enable students to access, broaden and reinforce knowledge from a perspective which might otherwise be inaccessible to them.

COMPARISONS

To develop students' insights into the nature of language and culture in general in order to reflect broadly on human values and civic responsibility.

COMMUNITIES

To promote foreign languages across the curriculum by establishing learning communities through collaborative efforts with colleagues and students in other disciplines.

To use technology to recreate the dimensions of language within contexts which are visually, socially and culturally authentic.

To direct attention to the applications of foreign language beyond the classroom, in the workplace and within target-language communities in the United States and abroad.

To make students aware that their foreign language studies can provide them with life-long personal enrichment and enjoyment.

TENURE & RECONTRACTING ADMINISTRATIVE PROCEDURES

PROCEDURE FOR PERIODIC REVIEW OF STANDARDS

It should be understood that this is a working document. The Department will review its criteria annually and update as necessary.

SCHEDULE FOR EVALUATION

Each fall when the local University / Union Agreement for Tenure & Recontracting is distributed, the Department Chair will establish a schedule for the evaluation of candidates consistent with the Local Agreement.

DEPARTMENT TENURE & RECONTRACTING COMMITTEE MEMBERSHIP

Following sections 2.431, 2.432, 2.433, and 2.44 of the current MoA on T&R, the Department Tenure & Recontracting Committee, comprised of tenured, in-unit faculty only, will be elected by all Department faculty, including full-time and ¾-time temporary faculty. The Committee must consist of no fewer than three members, and preferably an odd number of members. If the Department Chair is elected to the Department Tenure & Recontracting

Committee, he/she may also be elected by the committee to serve as Chair of the committee. If the Department Chair is not part of the committee, he/she can provide a separate evaluation to be included in the packet.

DEPARTMENT STANDARDS FOR ASSISTANT PROFESSOR[2]

Relative Weight of Teaching Effectiveness, Scholarly and Creative Activity, Contribution to the University Community, and Contribution to the Wider and Professional Community

Teaching is the primary endeavor of faculty and carries the greatest weight in tenure decisions. It is followed closely by scholarship. The Department of World Languages is committed to developing a faculty of teaching scholars and therefore expects that in the years leading up to tenure, the candidate will place his or her primary effort in the first two categories, while also engaging, as much as possible, in service to the University and to the wider community. It is the candidate's responsibility to substantiate the quality and significance of his or her tenure and recontracting portfolio in all categories. The relative percentages allotted to these categories are as follows:

Teaching: 45%
Scholarship (Research and Creative Activity): 35%
Contribution to the University Community: 15%
Contribution to the Wider and Professional Community: 5%

- **Note:** In addition to the documentation presented in the tenure portfolio, the tenure candidate's credentials must be validated by an external reviewer, per the stipulations in Part 2.1114 of the current MoA.

FACULTY EVALUATION

Assessment of Teaching

The quality of a candidate's teaching and future potential as a teacher are major factors affecting the tenure decision. The candidate must have demonstrated a consistent pattern of effective teaching as evidenced by the following criteria:

1. Displays broad and current knowledge of subject matter.

2. Remains current in language teaching methodology and incorporates effective, interactive and technologically-enhanced pedagogical approaches to encourage proficiency in classroom instruction.

3. Cultivates a classroom environment that promotes a positive and enthusiastic attitude which works toward building a learning community.

4. Establishes clear objectives and fair standards in course design, lesson organization and grading, consistent with Department objectives.

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[2] Department Standards for Instructor begin on page 9, and those for Lecturer begin on page 12.

5. Maintains clear, organized and coherent exposition of subject matter.

6. Retains a flexible attitude in course delivery, adapting goals and methods to suit a wide variety of learning styles.

7. Cultivates a high level of rapport with students, evincing personal interest, and demonstrating accessibility, acceptance, and patience with a diverse student body.

8. Challenges students to become active, life-long learners by fostering literacy and intellectual inquiry beyond the classroom setting. This may be accomplished through effective mentoring, informal meetings with students, involvement in clubs, class trips and ongoing class projects.

9. Develops and teaches new courses and / or devises new approaches to the established curriculum, responding to changing departmental and university needs.

Method of Evaluation for Teaching

The candidate must submit the following materials to the Departmental Tenure & Recontracting Committee as documentation of his / her excellence in teaching.

1. A written self-appraisal and assessment of professional goals which includes a statement of teaching philosophy.

2. A minimum of **two** teaching portfolios to include: course syllabi, sample instructional aids, test instruments and supplementary material deemed pertinent by the candidate as evidence of outstanding learning activities undertaken at Rowan.

3. A minimum of **two** student responses to the teaching and learning process each semester using handwritten OR electronic evaluations (see Appendix B, current MoA) with a written response to each evaluation. While the classes to be evaluated may be selected by the candidate, they should, if possible, reflect a variety of course types and levels, from General Education to upper-level courses. Courses submitted may also include those taught in the Honors Concentration, interdisciplinary courses or those taught as offerings of other departments.

4. A minimum of **one** peer observation per semester must be administered during the period leading up to tenure and included in the dossier. Whenever possible, peer observations should be of a class that will also be evaluated by students. The Committee and the candidate have agreed to use peer classroom observation as the method of colleague assessment. The rationale is that classroom observation is the most direct source of gaining information about someone's teaching effectiveness.

5. Supplementary materials to be included at the candidate's discretion, i.e.: thank-you letters from students, summaries of participation at conventions, meetings, and workshops devoted to improving pedagogy, proposals for new courses, internal / external awards, commendations, or other recognition of teaching excellence.

Appropriate Scholarly and Creative Activity

The candidate shall demonstrate successful and sustained scholarly achievement beyond the completion of the appropriate terminal degree. This includes research related to the discipline (language, linguistics, literature, culture, and history), the scholarship of teaching and learning, creative activity related to literature and language, reviews, and grants.

The Department Tenure & Recontracting Committee will evaluate the candidate's total scholarly record, i.e. his or her initiation and maintenance of a significant and productive program of scholarly activity. In evaluating the scholarly or creative work, attention will be paid to the quantity, but above all, the quality, importance, and creativity of such work; it is important to consider not merely what has been accomplished but also the promise for future achievement. Given the wide-ranging interests of individual faculty members, the following examples should not be considered exhaustive - they suggest, but do not limit, the type of evidence acceptable to the Committee.

<u>Scholarly Publications and Writing</u> (Print or Electronic)

Broad categories of scholarly publications and writing are listed below, including books, articles, other written scholarship of teaching and learning, reviews, and grants. The candidate must contextualize his/her written scholarly achievements based on factors such as the reputation of the publisher, the criteria for publication, the difficulty/rate of acceptance, the distribution of the publication, the frequency of citation for the publication, etc.

- Book: original research (including on the scholarship of teaching and learning), monograph, creative work published by a university, commercial or foundation press, translation, critical edition, edited anthology, annotated bibliography, editing of book manuscript in a book series, conference proceedings, *Festschrifte* (if the tenure candidate is not the sole author, he/she must explain the significance of his or her contribution to the project).

- Article: original research (including on the scholarship of teaching and learning) in established professional review or refereed journal, in conference proceedings, in anthology (it is incumbent on the candidate to provide information regarding the difficulty/rate of acceptance, criteria for publication, distribution of the journal, and frequency of citation, if available).

- Other written scholarship of teaching and learning: textbook, classroom workbook or manual, curriculum proposals for new courses and programs, discipline-related technology (DVDs, CDs, radio and television programs, internet sites, etc.). The significance of these items can be demonstrated by utilization in classes, sales, or external peer reviews.

- Review: book review, journal article review, review of grant proposals

- Grant: While funded grants are valued more highly than unfunded grants in general, work on unfunded grants is also recognized as scholarly activity. Faculty may work collaboratively with colleagues in the department, college, and university or with colleagues outside the university to apply for internal and external grants and research/applied research consultancies. There is an increasing number of scholarly federal, state, local, and private funding sources for the applications of research in world languages.

<u>Presentations</u>

Broad categories are presented below, outlining some of the most common contexts for scholarly presentations. In general, the Department Tenure & Recontracting Committee expects for invited presentations to represent greater scholarly achievement; being invited to present generally indicates that the scholar is a recognized expert in his/her field and that his/her work has had broad or significant impact. As there is variation in naming practices for scholarly meetings (i.e. conference, workshop, colloquium, seminar, etc.) as well as in their defining characteristics, it is not possible to draw clear distinctions in value among these categories. Therefore, it is incumbent upon the candidate to contextualize and substantiate the significance of his/her presentation, noting such details as the reputation and scholarly impact of the sponsoring/hosting organization(s), the scope of the conference (international, national, regional, or local), whether the presentation was invited, the review process for presentation abstracts, the acceptance rate, the length of the meeting (single-day vs. multi-day), whether there were concurrent sessions, etc.

- Plenary address
- Conference paper presented by invitation
- Conference paper submitted and accepted for presentation
- Chairing / organizing a panel discussion at a conference
- Workshop presentation
- Non-presenting panel discussant at conference
- Professional development seminar presenter

Evaluation of Candidate's Scholarly and Creative Activity

It is the candidate's responsibility to explain the significance of each scholarly activity in such a way that the Committee may make a fair assessment of its worth. For a positive tenure decision, the Committee is looking for evidence of a successful record of scholarship and of an ongoing scholarly agenda. In general, in order to receive tenure, the Committee expects the candidate to provide as evidence of scholarly activity a mix of items from the categories above.

In the case of co-authored publications, the candidate is expected to explain the nature and extent of his or her contribution. If there are a number of joint publications, it should be clear that the candidate is establishing his or her own research agenda rather than contributing to another's research agenda.

Applications for internal and/or external funding are valued (whether funded or unfunded) and are encouraged when such funding has a likelihood of advancing the project and/or enabling the faculty member's work to reach a wider audience through public outreach. The candidate is also encouraged to consider serving as co-PI if collaborative grant funding with a colleague in a complementary discipline is a likely avenue to a grant award.

In addition, it is important to note that the ultimate goal of any scholarly agenda is to make knowledge accessible; for the most effective dissemination of knowledge, scholars necessarily pursue a variety of pathways. For some candidates, a more traditional paradigm of printed information will be the best way to disseminate knowledge; for others, less traditional channels of sharing knowledge will be more effective. In the same way, some candidates may

choose to carve out a niche for themselves in a particular area of specialty, achieving widespread recognition in that field; others may choose to undertake a broader variety of contributions, following a diversity of interests rather than concentrating on one. It is, therefore, the candidate's responsibility to make clear to the Committee the nature, depth, and significance of scholarly work in order to make possible a fair assessment of accomplishment.

Contribution to the University Community

The Department of World Languages recognizes such service not only as a necessary and vital part of our profession, but also as integral to the institutional mission. Given the wide-ranging interests of individual faculty members, the following examples should not be considered exhaustive -- they suggest, but do not limit, the types of service acceptable to the Committee: exemplary service on or governance of departmental, college and university committees; service to the department as it pertains to the coordination of courses; training of adjunct faculty; conducting peer observations; administering / conducting / processing student placement exams / interviews; involvement in improving the Language Laboratory; participation in freshman / transfer orientation and open houses; proctoring the Oral Proficiency Interview (OPI); supervising student clubs; participation in and / or having a leadership role in honor societies. Candidates are also expected to serve the department through a consistent pattern of effective student mentoring, which may entail writing letters of recommendation. Importance will be attached to the type of committee, quality of work, and level of involvement. It is expected that the candidate will begin service at the departmental level and gradually branch out to wider college and university commitments in subsequent years. In the event that it is in the best interests of both the department and the candidate, released time for extraordinary service duties may be requested, for example, in the case that Coordination duties become significant enough to merit released time.

Contribution to the Wider and Professional Community

Given the wide-ranging interests of individual faculty members, the following examples should not be considered exhaustive -- they suggest, but do not limit, the types of service acceptable to the Committee: organizing study tours; integration and articulation of department programs with South Jersey area schools or local / global organizations; membership in and / or leadership in the governance of relevant professional organizations; links with state agencies; service on community, regional, state, national or international panels; work devoted to establishing and maintaining student internships in off-campus employment environments (for-profit and non-profit businesses and agencies). It is expected that the candidate will begin at a more limited level of commitment (membership in one or two professional organizations) and gradually increase his or her professional activity to include more prominent roles in the chosen field. In the event that it is in the best interests of both the department and the candidate, released time for extraordinary service duties may be requested, for example, in the case that service duties become significant enough to merit released time.

Method of Evaluation for Service Contributions

The candidate must submit a dossier documenting all significant service activities chronologically since initial appointment in the following categories:

I. Service to Department
II. Service to College and University
III. Service to the Profession
IV. Service to the Community

The dossier should include a detailed description of the nature and demands of the work. Documentation submitted as proof of the candidate's regular and ongoing contribution may include but is not limited to: letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals; peer observation reports for adjunct instructors; agendas for coordination workshops and meetings; records of placement interviews / exams administered; correspondence and records of meetings with publishers' representatives.

DEPARTMENT STANDARDS FOR INSTRUCTOR

Relative Weight of Teaching Effectiveness, Contribution to the University Community, Contribution to the Wider and Professional Community, and Appropriate Professional Development

Teaching:	60%
Contribution to the University Community:	20%
Appropriate Professional Development:	15%
Contribution to the Wider and Professional Community:	5%

Assessment of Teaching Effectiveness

The candidate must have demonstrated a consistent pattern of effective teaching as evidenced by the following criteria:

1. Displays broad and current knowledge of subject matter.

2. Remains current in language teaching methodology and incorporates effective, interactive and technologically-enhanced pedagogical approaches to encourage proficiency in classroom instruction.

3. Cultivates a classroom environment that promotes a positive and enthusiastic attitude which works toward building a learning community.

4. Establishes clear objectives and fair standards in course design, lesson organization and grading, consistent with Department objectives.

5. Maintains clear, organized and coherent exposition of subject matter.

6. Retains a flexible attitude in course delivery, adapting goals and methods to suit a wide variety of learning styles.

7. Cultivates a high level of rapport with students, evincing personal interest, and demonstrating accessibility, acceptance, and patience with a diverse student body.

8. Challenges students to become active, life-long learners by fostering literacy and intellectual inquiry beyond the classroom setting. This may be accomplished through informal meetings with students, involvement in clubs, class trips and ongoing class projects.

Method of Evaluation for Teaching

The candidate must submit the following materials to the Departmental Tenure & Recontracting Committee as documentation of his / her excellence in teaching.

1. A written self-appraisal and assessment of professional goals which includes a statement of teaching philosophy.

2. A minimum of **two** teaching portfolios to include: course syllabi, sample instructional aids, test instruments and supplementary material deemed pertinent by the candidate as evidence of outstanding learning activities undertaken at Rowan.

3. A minimum of **two** student responses to the teaching and learning process each semester using handwritten OR electronic evaluations (see Appendix B, current MoA) with a written response to each evaluation. While the classes to be evaluated may be selected by the candidate, they should, if possible, reflect a variety of course types and levels.

4. A minimum of **one** peer observation per semester must be administered during the period leading up to tenure and included in the dossier. Whenever possible, peer observations should be of a class that will also be evaluated by students. The Committee and the candidate have agreed to use peer classroom observation as the method of colleague assessment. The rationale is that classroom observation is the most direct source of gaining information about someone's teaching effectiveness

5. Supplementary materials to be included at the candidate's discretion, i.e.: thank-you letters from students, commendations, or other recognition of teaching excellence.

Contribution to the University Community

The Department of World Languages recognizes such service not only as a necessary and vital part of our profession, but also as integral to our institutional mission. This includes but is not limited to: exemplary service on or governance of departmental, college and university committees; service to the Department, College and University as it pertains to student placement; Spanish 1/2/3 basic sequence coordination; Spanish adjunct coordination; conducting peer observations; student mentoring; participation in freshman / transfer orientation and open houses; proctoring the Oral Proficiency Interview (OPI); supervising student clubs; participation in and / or having a leadership role in honor societies. Additional service on Department,

College and University committees as well as integration and articulation of Department programs with South Jersey area schools will also be considered. The candidate should provide evidence such as the following: letters of appreciation and thank you notes from colleagues for service to the University community, peer observation reports for Spanish adjunct instructors, agendas for Spanish 1/2/3 coordination workshops and meetings, yearly Spanish placement reports, and correspondence and records of meetings with publishers' representatives. Importance will be attached to the type of committee, quality of work, and level of involvement. It is expected that the candidate will begin service at the departmental level and gradually branch out to wider college and university commitments in subsequent years.

Contribution to the Wider and Professional Community

Criteria include organizing study tours; integration and articulation of department programs with South Jersey area schools; membership in and / or leadership in the governance of relevant professional organizations; links with state agencies; service on community, regional, state, national or international panels; work devoted to establishing and maintaining student internships in off-campus employment environments (for-profit and non-profit businesses and agencies) will also be considered. It is expected that the candidate will begin at a more limited level of commitment (membership in one or two professional organizations) and gradually increase his or her professional activity to include more prominent roles in the chosen field.

Method of Evaluation for Service Contributions

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Appropriate Professional Development

Appropriate professional development means maintaining currency in the scholarship of teaching and learning, staying abreast of research relating to teaching effectiveness, second language acquisition, student placement and testing, language textbook / media selection and usage, curriculum development and other topics in applied language. The candidate should provide evidence such as the following: letters of acceptance and / or certificates of appreciation for participation in workshops, conferences, webinars, colloquia and other professional venues; programs from workshops and conferences attended; confirmation of membership / participation in professional organizations.

DEPARTMENT STANDARDS FOR LECTURER

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Teaching:	60%
Contribution to the University Community:	20%
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4. Establishes clear objectives and fair standards in course design, lesson organization and grading, consistent with Department objectives.

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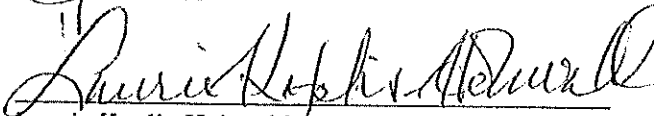
Appropriate Professional Development

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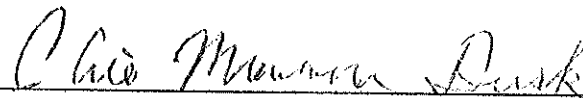
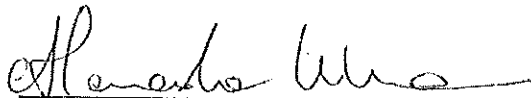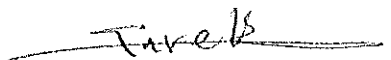Approved on September 28, 2018 by:

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Marilyn S. Manley, Chair

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Maria Hernandez

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Laurie Kaplis-Hohwald
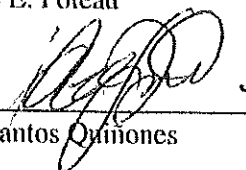
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Roberto R. Madero

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Esther Mas Serna

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Chie Matsumura Dusk

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Alessandra Mirra

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Tarek Mousa

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Christine E. Poteau

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Lorena Santos Quiñones

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Edward C. Smith III

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