

# Criteria for Evaluation, Tenure, and Promotion

Asian Studies Department

## I. Preface

The Asian Studies Department has developed the following criteria and procedures as a guide to its faculty in the 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 “[Evaluation User Guide](#)” The Department shall evaluate Asian Studies Department tenure-line faculty members in the following areas:

- (1) Teaching and advising
- (2) Professional Growth
- (3) Service

The Department shall evaluate Asian Studies Department instructors in the following areas:

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

## II. Participation in the evaluation process

Inherent in the philosophy of the Asian Studies Department is a commitment to work collaboratively to fulfill the needs of the Department. The Department values participation and feedback from its teaching faculty of all ranks. Department tenure-line faculty and Department ongoing instructors with at least two years of experience are eligible and expected to participate in the evaluation of their colleagues. Department tenure-line faculty and Department 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 Asian Studies Department evaluation committee (see VII for details).

## III. Teaching

The Department 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 Department. Successful teachers will generally do the following:

**a. Effectively Design and Assess Courses:**

- Prepare syllabi for each course and make them available for students and colleagues.
- Establish clear expectations and standards.

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- Develop objectives consistent with the overall needs of the Department
- Select course materials appropriate to the level, and provide students with challenging 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 Language 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 support Asian language subject tutors as part of the peer tutor program at the Center for Writing and Learning
- Participate in student colloquia and provide appropriate feedback and support.

## 2. Student Feedback Materials

The Department regards student feedback as one reliable indicator of some aspects of teaching quality. The Department expects that colleagues will take student feedback seriously and that evaluatees will attempt to address problems that are raised systematically in feedback surveys. Evaluatees will include in their files those feedback surveys required by the Faculty Code. Department faculty will examine course feedback 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 provide feedback on matters more appropriate to peer evaluation, for example, rigor, currency and comprehensiveness of content, appropriate number of assignments, etc. The Department will give less weight to individual comments made by a small number of students, and will instead focus on general trends. The Department is especially concerned that comments by individual students be placed in their proper context. The Department believes that even the strongest teachers may occasionally receive student feedback surveys 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.

Evaluatees will include in their files those student feedback surveys required by the Faculty Code. Student feedback surveys that indicate a consistent pattern of excellence from the standpoint of challenging goals, demands for rigor, thoughtful organization of course content, availability of professor/instructor, and indications of students' growth shall be viewed as evidence of teaching excellence.

However, the department views holistic assessment by evaluation committee members as a more reliable means of assessing teaching effectiveness than student feedback surveys. Colleagues will review teaching-related materials in the file prepared by the candidate. These materials may include (but are not limited to) syllabi, objectives, assignments, examinations, websites, observation of teaching performance written by colleagues outside the department, self-evaluations, and reports of curricular-related materials. Colleagues will also conduct classroom observations of evaluatees' teaching. Lastly, colleagues will consider student feedback in the form of course/instructor evaluation, paying particular attention to the fact that student evaluations can be marked by both conscious and unconscious bias.

## **IV. Professional Growth and Development**

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

The Department values professional development as one means to maintain intellectual vitality. The Department especially values professional growth that enhances teaching, and/or improves the Department, university, and community. At a minimum, the Department 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 Department will expect a measure of both specialization and eclecticism of all members.

Original scholarly research must include evidence of 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 Interpretation of Chapter III, Sections 3 and 4, and Chapter 1, Part B, Section 2, a. Evaluation of Instructors). 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 Department 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 Department regards advising as a major means for teaching students the value of foresight, reason, and responsibility.

The Department 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, Department faculty are expected to participate in study abroad advising, language assessment for incoming students and those returning to the Department, program-related co-curricular activities (as detailed above under Teaching) and advising.

Department faculty will also be expected to participate in at least some of the following advising-related activities:

- staying current on study abroad opportunities in their region, as well as the curricula of various study abroad programs
- participating in individual and group information sessions for Study Abroad, and working to place individual students with the appropriate study abroad program
- advising students with projects such as grant applications, senior theses, and conference papers.
- recruiting and supporting Asian language subject tutors as part of the peer tutor program at the Center for Writing and Learning.

## **VI. Service**

### **a. University Service**

The Department expects that its members will be actively involved in service to the University. The Department values contributions to the intellectual and cultural life of the campus and to the University's co-curricular program, and tenure-line faculty are expected to participate in university governance (such as 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 Department faculty may also be asked to serve as Chair of the Asian Studies Department.

### **b. Program Service**

Because the Department supports several extra-curricular groups and activities, Department faculty are expected to participate in these activities regularly, as needed to serve the needs of the department. In addition, tenure-track faculty may be asked to serve as Asian Studies Department Chair. All of these additional activities should be given consideration in evaluating service.

### **c. Community Service**

As those with expertise on Asia within the community, Department 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 Department with at least two years of completed employment at the university are also eligible and expected 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 Department and Committee 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 Departmental 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 Departmental tenure-line faculty and full-time instructors with at least two years of completed employment in the Asian Studies Department who are not being evaluated, the Asian Studies Department Chair, and one other Asian Studies Committee faculty member. This additional member shall be chosen by the Chair 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 Chair of the Asian Studies Department.

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 Studies Department who are not being evaluated, the Chair of the Asian Studies Department, and one other Asian Studies Committee member. This additional committee member shall be chosen by the Chair 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 Chair of Asian Studies. If the evaluatee is serving as the Chair of Asian Studies, the Asian Studies Department faculty shall be asked to nominate a head officer.

The choice of the Asian Studies Committee 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 Committee 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 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 24 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 Committee 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 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 Provost's office. These procedures complement but do not supersede or modify any of the Faculty Code's requirements and provisions regarding faculty evaluation.

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