

## DEPARTMENTAL GUIDELINES:

### DEPARTMENT OF GLOBAL LANGUAGES AND CULTURAL STUDIES

#### **The Department of Global Languages and Cultural Studies: An Introduction**

The Department of Global Languages and Cultural Studies observes today that the nature of pedagogical activity in American language departments has changed significantly. Today, the target of instruction and program development is students' linguistic proficiency, i.e. their ability to use other languages not only in order to study literature (an essential pillar of this liberal arts discipline), but also to understand and analyze texts from all academic disciplines and all walks of life in the non-academic world. In addition, we have welcomed the charge to prepare young people for active integration in a multi-cultural work environment. This has necessitated not only careful attention to learners' oral linguistic proficiency but also training in the broad area of cultural studies with a particular emphasis on intercultural communication, an academic field that has blossomed by necessity in recent years and that department members are embracing. Thus, the kind of professional activity undertaken by language professionals shows a wide range, reflecting traditional scholarship as well as new emerging interests that serve our student populations in significant ways.

The above introduction provides a foundation for the guidelines we have established for tenure and promotion in the Department of Global Languages and Cultural Studies. What follows is indebted in part to the **"ADFL (Association of Departments of Foreign Languages) Statement of Good Practice: Teaching, Evaluation, and Scholarship."**<sup>1</sup>

#### **I. TEACHING EFFECTIVENESS**

Engagement with our students lies at the core of our calling. Without being challenged to step beyond what they claim to know about themselves and the world, they are unlikely to realize their full potential. The following bullet lists are meant to provide a disciplinary context for measuring performance criteria for Teaching Effectiveness from the Faculty Handbook.

We aim to maintain high expectations for each student by structuring our courses with the **ACTFL (American Council on the Teaching of Foreign Languages) 21<sup>st</sup> Century Skills Map** in mind.<sup>2</sup> The structure of our courses and

<sup>1</sup>ADFL (Association of Departments of Foreign Languages), which operates under the auspices of the Modern Language Association, brings together the chairs of departments of languages other than English from around the country to discuss common issues. Linfield's Department of Global Languages and Cultural Studies has participated in the Association for the past fifteen years. <https://adfl.mla.org/Resources/Policy-Statements/ADFL-General-Guidelines-for-Departments>

<sup>2</sup>ACTFL (American Council of Teachers of Foreign Languages) is the signal

organization of foreign language educators in the United States. ACTFL is best known for the language proficiency guidelines and for the Oral Proficiency Interview. Linfield's Department of Global Languages and Cultural Studies has been associated with the expectations for student performance are guided by the national standards for language instruction, which are undergirded by the "5 Cs" (Communication, Cultures, Connections, Comparisons, and Communities). Our ability to meet these goals is reflected in the rubrics that we use in our class visits in the Colleague Appraisal process.

In the area of Teaching Effectiveness, we charge ourselves.

- to exploit connections between our teaching and our scholarship
- to promote study abroad as a bedrock experience for every student
- to promote greater understanding of the cultures we study as well as their connections with other disciplines; and
- to foster student engagement through collaborative teaching and civic engagement inside and outside the department.

We also strive to reach the program goals.

- by attending carefully to different learning styles
- by assessing progress regularly and soliciting student feedback
- by maintaining generous office hours in order to foster regular one-on-one meetings with students; and
- by giving consistent and effective attention to the needs of our advisees.

### **Promotion to Associate Professor and Tenure**

Will demonstrate proficiency in the areas above that **ACTFL** identifies as essential to the effective teaching of language and culture. These areas in turn reflect the nine areas of effective teaching in the **Faculty Handbook** (see below). Proficiency in these areas will be assessed through class observations, a careful reading of student evaluations and perusal of course materials including syllabi and Blackboard course pages, when appropriate.

### **Promotion to Professor**

Along with successful continuation of the above, will engage in teaching-related activities worthy of special merit, such as seeking opportunities to continue improving as a teacher; designing new courses or improving existing ones; providing strong pedagogical mentorship for junior colleagues; contributing to pedagogical initiatives within and beyond the University; and collaborating across disciplinary boundaries.

### **Performance criteria relating to the Faculty Handbook**

The Faculty Handbook IV.6.1.1 identifies nine areas of teaching effectiveness. Indicators of successful teaching include the following:

1. knowledge of and enthusiasm for the subject matter  
Teachers maintain high proficiency level in the target language ("Superior" and above by the ACTFL scale)<sup>3</sup> and serve as role models

ACTFL for over twenty-five years.

[http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

for the students. They also demonstrate expertise in the subject matter and communicate with passion the importance of the skills and knowledge students will gain in the course/program. Teachers also provide stimulating discussion topics, questions, and language use scenarios.

2. attention to the organization of courses as it relates to the level and preparation of the students

GLCS language curricula have clear long-term goals in the catalog, and specific course goals are clearly related to them. Courses are effectively sequenced and organized so that the students can achieve the long-term goals in an incremental, systematic fashion. Attention to the four skills (reading/writing, speaking/listening) at different levels of instruction is evident. Specific class organization includes activities to advance these skills.

3. organization and effective use of class time

In lower-level language courses, instructors provide clear information about daily class activities in the syllabi and course schedules; design structured and effective in-class activities (pair work, group discussions, etc.); and provide resources for self-study outside the class. The target language should be used as much as possible in simulated contexts (role-play, etc). Other levels of language instruction show level-appropriate materials and distribution of activities to reflect proficiency goals. Advanced content courses provide opportunities to use the language in various contexts and emphasize integrative learning. The motto "Culture from the beginning, language to the end" expresses the need to maintain focus on our target cultures. This criterion applies to all departmental courses.

4. high expectations for each student

We challenge students by maintaining high standards of linguistic accuracy and expression while recognizing language limitations at the beginning and intermediate levels.

5. respect for students' viewpoints

In upper-level language / content courses in English, there are ample opportunities in and outside class for students to express themselves and engage in discussions. Different viewpoints are respected and encouraged.

6. use of effective and fair grading methods

instructors establish clear grading criteria and provide effective formative and summative assessments that reflect course goals.

7. what students take from their courses

Instructor makes clear how courses reflect the Linfield Curriculum goals when such designations are attached to courses. They are

encouraged to make crucial interdisciplinary connections in order to engage life beyond Linfield more successfully.

8. availability for consultation with students

GLCS facilities are arranged to maximize contact between students and faculty. Generous office hours foster one-on-one meetings and help students overcome inhibitions when challenged by one-on-one oral midterm and final examinations.

9. consistent and effective attention to the needs of advisees

The opportunity for study abroad at Linfield requires close consultation between advisors and advisees so that overseas programs can be effectively integrated into students' four-year plans. All members of the department are informal "language advisors" to their students, who thus cannot fail to understand the importance of assiduous study as a path to study abroad.

### Role of Colleague Evaluation of Class Sessions

Colleagues will visit courses of the candidate to be evaluated and will assess the candidate's knowledge and enthusiasm for material, as well as disciplinary specific expectations for teaching (see below), effective organization and use of class time, and capacity to respond sensitively to students and to create and to maintain a comfortable learning environment. Those observing the class will utilize one of two rubrics designed by the department for assessment of colleagues (See Appendix A). All observing colleagues will concentrate on elements of instruction not dealing directly with the language, since we may not always be proficient in the language of instruction. Whenever appropriate, consultation with other colleagues from the language section proficient in the language of instruction will take place. In order to assess the organization of the course and of the fairness of the instructor's grading, we will look at the course syllabus and Blackboard course page (if appropriate) of the class that we are observing.

A. In Class Observations of language classes, colleagues will assess performance according to **ACTFL's Core Practices** in the "Role of Colleague Evaluation of Class Sessions" section using the departmental rubric for language courses (Appendix A):

**Core Practice 1:** Use the target language (TL) as the vehicle and content of instruction 90%+ of the time.

**Core Practice 2:** Design and carry out Interpersonal Communication Tasks for pairs, small groups, and whole class instruction.

**Core Practice 3:** Design lessons with Functional Goals and Objectives using the Backward Design model.

**Core Practice 4:** Teach grammar as a concept and use in context. **Core Practice 5:** Implement Interactive Reading and Listening comprehension tasks using authentic cultural texts of various kinds while scaffolding to promote interpretation.

**Core Practice 6:** Provide Appropriate Feedback in speech and writing on various learning tasks.

B. In Class Observations of content classes, colleagues will assess performance according to the elements of teaching effectiveness included in The Faculty Handbook IV.6.1.1. using the departmental rubric for content courses (Appendix A).

## II. PROFESSIONAL ACHIEVEMENT

The following are professional activities in which Global Languages faculty engage. In order to recognize the diversity of our professional activities (linguistics or culture/literature), we present various scenarios of what is deemed valuable professional work. This list is not exhaustive but presents many of the forms of professional work that are considered important in our disciplines. Please note that the professional achievements below can reflect a single discipline or can be interdisciplinary in nature: the department assigns equal weight to disciplinary and interdisciplinary work. The department, moreover, values collaboration with both colleagues and students and agrees in principle with ACTFL's position that jointly-produced publications and presentations "should be valued in decisions measuring scholarly production." Please see ACTFL's statement on collaborative work.<sup>4</sup> Professional activities are presented in a hierarchy of tiers, with items within a given tier assigned equal value.

A candidate for **tenure and promotion to Associate Professor** who presents one book or textbook will need at least 2 additional items from Tier One (at least one must be a peer-presentation). In the absence of a book or textbook, faculty will present 4 items from Tier One (including at least 2 peer-reviewed publications and at least one peer-reviewed presentation). The expectation is that a candidate's files will be comprised of items from Tiers 2 and 3 as well, but the department has no required minimum number of items from Tiers 2 and 3.

A candidate for **promotion to Professor** will, *in addition to the items mentioned above for the first promotion*, present one book or textbook and 2 additional items (one of which must be a peer-reviewed presentation and another of which must be from Tier Two); or 5 items from Tier One, at least 3 of which are peer reviewed publications. The expectation is that a candidate's files will be comprised of items from Tiers 2 and 3 as well, but the department has no required minimum number of items from Tiers 2 and 3.

### Tier One

- publishing a book of original scholarship or a textbook (see above)
- publishing papers in refereed print or online journals
- becoming a certified ACTFL OPI (Oral Proficiency Interview) tester or administrator of a widely recognized instrument such as the IDI (Intercultural Development Inventory)

<sup>4</sup><https://www.actfl.org/news/position-statements/coauthorship>

- organizing a regional, national or international language conference
- presenting at (inter)national and regional conferences, seminars, or workshops (refereed)
- receiving and participating to completion in a Fulbright grant or other

international fellowship

- contributing an introduction or a chapter to an edited anthology • publishing teacher-reference handbooks, manuals or other specialized pedagogical publications
- serving as the editor or compiler of a book-length collection • translating scholarly or literary works
- publishing pedagogical tools with technology
  - conducting an extended language-teacher training

### program **Tier Two**

- Participating in round-table discussions in national and international venues (by invitation)
- Giving invited lectures
- Presenting in seminars/workshops on language, literature and cultural issues at national and international level (non-refereed)
- Publishing book reviews and interviews in peer-reviewed journals • Presenting at state-level conferences e.g. COFLT (Confederation of Teachers of Foreign Languages)
- Publications of newspaper articles, prologues, an annotated bibliography or other short publications in newsletters

### **Tier Three**

- Participating in a workshop related to language and culture at the national or international level and reporting to colleagues at home
- Participating in a series of technology-related workshops with demonstrable application to teaching or research
- Moderating or serving as a discussant on national, international, or regional conference panels
- Serving as the primary writer on a funded external grant
- Publishing articles in regional language organizations' newsletters or other edited publications
- Collaborating with a student on research that results in dissemination

## **III. SERVICE**

### **Service to the Institution and to the Community**

Opportunities for service to the department, the University, the community, and the profession abound. These include but are not limited to:

- Departmental Chair
- faculty standing committees
- faculty ad-hoc committees
- search committees
- Freshman Colloquium
- study abroad advising/recruitment/mentorship
- program directorship of LiM (Language in Motion) or similar, funded initiative •

recruitment / competitive scholarship

- study-abroad recruitment, orientation, interviews
- LIM
- student club advisor
- organizing speaker presentation
- invited lectures in other classes
- leadership in university initiatives, e.g., PLACE
- moderator of faculty assembly
- mentoring language assistants
- department webmaster
- service club speaker
- school board service
- lectures/performances in community

### **Service to the Profession**

- reviewing articles for professional journals
- serving on the board of a national, regional entity/bodies/organizations • participation in National Advanced Language Placement Examination (reader, table leader, examination item author, chair of test committee) • Organizing language, culture and literature conferences (See Tiers 1&2 above) • LIM NW consortium activities
- Serving as outside evaluator for promotion and tenure
- Consultancy
- Department Program Evaluator
- Representative of honor society—chapter advisor

**Promotion to Associate Professor and Tenure** requires at least three of the above activities with at least one coming from Service to the Institution/Community and one coming from Service to the Profession.

**Promotion to Professor** requires not only a greater number of forms of service, but clear examples of positions of leadership with at least one form of service involving a leadership position.

### **GLCS Guidelines and the Strategic Plan:**

These guidelines have attempted to highlight the work of the Department of Global Languages and Cultural Studies, which aligns with the **Linfield University 2012-18 Strategic Plan** in the following ways:

*Goal 2. Enhance Linfield's Regional, National, and Global Connections Goal 2, A.* Increase our commitment and strength in international education and global awareness for all students.

- The department's course and the majors and minors it offers are designed to extend and deepen global awareness through the study of languages and cultures and by encouraging study abroad.

*Goal 2, E. Build on global partnerships.*

- The language-specific study abroad programs and partnerships with overseas institutions maintained by IPO with curricular oversight by the Department of

Global Languages and Cultural Studies are at the heart of the University's commitment to global partnerships.

### APPENDICES

Corroboration for the Department of Global Languages and Cultural Studies' standards for tenure and promotion in each of the three areas takes the form of statements from professional bodies, ACTFL and ADFL, hyperlinked above and from departmental statements included in separate appendices from the following institutions: Rollins College, Lafayette College, Siena College, and Ithaca College (See Appendices B1-4). A perusal of the departmental statements from the institutions included in the appendices confirms that our departmental standards in each of the three areas, including professional achievement, are commensurate with those at other comparable institutions and that the distinctions that we draw between promotion to associate professor and promotion to professor are also in line with those institutions.

#### Appendix A

GLCS: Rubric for Colleague Appraisals in **Language Class** Observations

Candidate's Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

	Needs work	Meets expectations	Exceeds expectations
1. Consistent Use of Target language			
2. Communication tasks include: pairs, small groups, whole class			
3. Grammar taught in context			
4. Reading and listening incorporate authentic cultural materials and employ scaffolding			
5. Appropriate corrective feedback depending on accuracy/ fluency goals			

6. Knowledge and Enthusiasm for subject matter			
7. Organization and effective use of class time			
8. High expectations for each student			
9. Respect for students' viewpoints			

\* Instructional model developed by Wiggins and McTighe that suggests that learning experiences should be planned with the final learning goals in mind and activities chosen to meet those learning goals.

N.B. The above may not always be evident in an individual class. The observer should also look at the course syllabus and blackboard course page before completing the appraisal.

Comments:

GLCS: Rubric for Colleague Appraisals in **Content Class** Observations

Candidate's Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

	Needs work	Meets expectations	Exceeds expectations
1. Knowledge and Enthusiasm for subject matter			
2. Communication tasks include: pairs, small groups, whole class			
3. Organization and effective use of class time			
4. High expectations for each student			
5. Respect for students' viewpoints			

6. Interprets and synthesizes critical issues from literary and other cultural texts.			
7. Connections made to other courses and disciplines			

\* Instructional model developed by Wiggins and McTighe that suggests that learning experiences should be planned with the final learning goals in mind and activities chosen to meet those learning goals.

N.B. The above may not always be evident in an individual class. The observer should also look at the course syllabus and blackboard course page before completing the appraisal.

Comments: